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ABSTRACT

Developing standards of the heart means becoming a caring, contributing, productive, and responsible member of society. It includes being successful in school; making responsible decisions; caring about others; contributing to society; developing social and personal skills, such as problem solving, accepting various perspectives, and setting and attaining goals; and developing a core set of common values. This guide is intended to be a resource for parents and educators to use in choosing quality children's literature that exemplifies positive character development. The guide is divided into these sections: "Introduction" ("A Definition of Standards of the Heart"; "Fostering Standards of the Heart in the English/Language Arts Curriculum"; "Planning for Language Arts Instruction"; "Best Practices in Reading and Literature"; "Teaching and Planning for a Reading Task"); "Standards of the Heart: A Bibliography of Literature for Children and Young Adults" ("Introduction"; "Promote Core Values"; "Safe School Environment"; "Family and Community Involvement"; "Address Societal Issues"; "Develop Positive Relationships"; "Engage Students' Minds"; "Set High Expectations"); and "Sample Teaching-Learning Strategies" ("Introduction"; "Teaching-Learning Strategy: Identify Core Values"; "Teaching-Learning Strategy: Explore Value Conflicts"; Teaching-Learning Strategy: Explore Feelings and Develop Empathy"; "Teaching-Learning Strategy: Examine Cultural Norms"). (Contains 3 appendices: "The Importance of a District Selection Policy"; "Annual List of Children's and Young Adults' Literature: Awards and Distinctions"; and "Resources for Identifying Books for Use in the Classroom.") (BT)

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WISCONSIN'S STANDARDS OF THE HEART

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ED 457 118

Teaching Character Education

Using Children's Literature

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SO 033 015

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Teaching Character Education Using Children's Literature:

Wisconsin's Standards of the Heart

Division for Learning Support: Equity and Advocacy
Division for Learning Support: Instructional Services

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Madison, Wisconsin

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Foreword

We know and parents know that education is a precious right and responsibility. As educators, we strive to ensure each student learns their future place as a citizen, having been well prepared to be both smart and good. This guide is a resource for parents and educators to use in choosing quality children's literature that exemplifies positive character development.

We must continue working with families and communities to make our classrooms civil and free of threats, drugs, and violence. Since 1998, over 100 Wisconsin schools have been developing models of effective character education programs to foster standards of the heart. Based on their recommendation, this resource guide has been developed to provide an annotated bibliography of literature that classroom teachers can use to integrate character education and English/language arts instruction.

We believe our schools offer a quality pathway for all students to meet the high academic and behavioral standards expected of students in Wisconsin. We at DPI share with parents and schools the commitment to make that belief a promise.

Elizabeth Burmaster

Elizabeth Burmaster
State Superintendent

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Introduction

A Definition of Standards of the Heart

Helping children develop to their full potential as citizens is an important priority of families, communities, and schools. Developing standards of the heart means becoming a caring, contributing, productive, and responsible member of society. It includes:

- being successful in school;
- making responsible decisions;
- caring about others;
- contributing to society;
- developing social and personal skills, such as reflective problem solving, accepting a variety of perspectives, and setting and attaining goals; and
- developing a core set of common values.

Schools are places where these qualities, ideally first taught in the home, can and should be promoted with the support and involvement of the family and community.

From civic education to teen pregnancy reduction, there is a common ground of what we as a society want our children to know and be able to do. It is common ground that defines citizens as productive, responsible, caring, and contributing individuals. The call for character education is not simply identifying what we don't want young people to do but clearly understanding the kind of people we would like them to become. It is a mission of youth development that engages youth in meeting their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded. Through positive experiences, youth build assets and competencies that allow them to function and contribute in their daily lives. There must be clear and consistent expectations that youth will set goals, devise necessary strategies, make efforts, and follow social rules. Time will pass and youth will grow into adults regardless of the support they receive. Positive youth development occurs when adults deliberately create conditions and opportunities for youth to become caring, contributing, productive and responsible citizens.

This country is based on some basic beliefs of democracy that include a society in which its members care about one another, contribute toward the common good, and participate in sustaining a democratic way of life. To be productive citizens in America, students need to recognize individual differences; acknowledge common bonds; and demonstrate skills related to diversity, inclusiveness, and fairness. Diversity exists in various forms including but not limited to race/ethnicity, culture, talent, ability and disability, sex/gender, sexual orientation, age, religion, language, socio-economic status, and learning styles. Inclusiveness involves providing social and economic access to everyone, understanding and appreciating all individuals and groups, learning about the contributions of diverse cultures and times, and developing skills that foster cross-gender and cross-cultural communication. Fairness requires actively challenging prejudice, stereotyping, bias, hatred, and discrimination to ensure a social climate free of favoritism or bias, impartial, and equitable to all parties.

Good citizens can be counted on to consistently demonstrate in everyday life honesty, respect, courage, and other core values. Children who grow up to be productive and contributing citizens are much more than academically successful. The world of work requires individuals who are capable of managing their own health and well-being and who have the skills necessary for problem solving,

self-direction, self-motivation, self-reflection, and life-long learning. The US Department of Labor reports the following characteristics that employers look for in teens:

- learning-to-learn skills
- listening and communication
- adaptability: creative thinking and problem solving, especially in response to barriers/obstacles
- personal management: self-esteem, goal-setting/self-motivation, personal career development/goals, pride in work accomplished
- group effectiveness: interpersonal skills, negotiation, teamwork
- organizational effectiveness and leadership: making a contribution
- competence in reading, writing, and computation

To help students become caring, contributing, productive, and responsible citizens, the entire school program must reflect a clear commitment to helping students acquire the skills, attitudes, values, and knowledge necessary to achieve the ideal. The DPI *Citizenship Toolkit* (1997) identifies seven characteristics of schools that are successful in helping children become caring, contributing, productive, and responsible. They are:

1. Core Values: School and community members identify and promote the character traits they believe are important to being a good citizen such as honesty, respect, and responsibility.

2. Safe and Orderly Places: Schools have safe, disciplined, drug-free environments conducive to learning. Children and adults resolve disagreements positively.

3. Family and Community Involvement: The skills and knowledge of family and community members are valued in the school, and the school encourages and helps all students to contribute to the life of the community.

4. Address Societal Issues: Prevention of risk behaviors such as violence, alcohol and other drug abuse, AIDS/HIV, and teen pregnancy are a valued part of the school's programs. Services are available to students and staff who may be facing such issues in their own lives.

5. Positive Relationships: All students and staff feel valued and cared for in the school setting.

6. Engage Students' Minds: Classrooms are interactive and challenging. All students have diverse opportunities to learn through classroom teaching, service learning, and extracurricular programs.

7. High Expectations: All students and adults are expected to do their best and model positive behaviors that embody good citizenship.

Fostering Standards of the Heart in the English/Language Arts Curriculum

Students develop as caring, contributing, productive, and responsible citizens based on the sum total of their experiences in the K-12 system. Classroom teachers have a unique opportunity to help students think about expectations for their behavior, its impact on others, and their growth and development as part of the regular curriculum. Some schools may choose to purchase a separate curriculum to help students learn about core values and character education, though many teachers struggle with finding adequate time in the curriculum to incorporate an added piece.

Instruction in reading and language arts is a natural avenue for introducing, reinforcing, and reflecting on character development. Since the first reading texts were introduced in schools, they have included fables, myths, and biographies that help students learn about positive character traits and the Golden Rule. While much has changed in the texts and methods of reading instruction, these themes remain a constant part of early learning and later literature appreciation. In a school that has clearly identified the character traits they hope to foster in students, careful selection and integration of literature across the curriculum can accomplish the same goals as a separate character education curriculum without requiring additional instructional time.

In addition, the use of literature and student reflection about the messages and meanings of the book help to achieve reading and language arts standards such as:

- Draw on a broad base of knowledge about genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work.
- Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world.
- Draw upon a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature.

A renewed emphasis on the attitudes and commitments required to practice and live the core citizenship values is needed in all of our school curriculums and programs. The basis for all of these forms of education for citizenship is the Declaration of Independence and the United States Constitution. These documents guide our constitutional democracy and will be realized if every one of us takes seriously our obligation to be good citizens.

Planning for Language Arts Instruction

Students' intellectual and creative growth is a shared goal among all teachers of literature. What does a classroom that fosters this growth look like? How do we move students along the reading continuum from initial, self-centered, emotional responses to literature to higher levels of thinking evoking a more critical response? To help answer these questions, Probst describes five conditions that must be present for response-based teaching: 1) receptivity, 2) tentativeness, 3) rigor, 4) cooperation, and 5) suitable literature. These conditions provide the framework from which educators can begin to provide effective literature study in their classrooms.

Receptivity: In order for students to give and take freely of ideas, an open, welcoming attitude must be present in the classroom. Students need to know that their opinions will be given serious consideration, free of ridicule or condescension. Teachers actively solicit their students' responses to the reading. However, while student responses are respectfully considered, students should not be led to believe that these initial contributions are sufficient. Further thought and study will be required as students are exposed to a variety of text interpretations and responses. In a receptive classroom, teachers honor student responses to literature by accepting a wide range of interpretations and allowing students to discuss their perspectives with one another.

Tentativeness: Students must be willing to express their reading responses, knowing that they will be challenged and subject to the scrutiny of others. An openness must be present to modify thought, change, reject, reform, and build upon the ideas of others to create new perspectives. In other words, initial reader response, while welcomed, must be envisioned as a first draft of thought. Intelligent interaction must be encouraged among all participants—students and teacher alike. The desire to be right cannot be a part of these discussions. Such desire will inhibit students' ability to take risks with their ideas or to learn from others. Tentativeness describes a condition that allows students the freedom to change their minds based on the compelling thought or evidence provided by others.

Rigor: Rigor demands that students must be willing to think. Students must understand that their initial, unexamined response to reading is not sufficient. It is merely the first step in reading response. "What must follow is rigorous analysis—searching for one's assumptions, drawing inferences about one's own attitudes and those expressed in the text, and considering other points of view offered by the teacher, other students, and sometimes critical works." (Probst, 1988) In order that students might have an environment conducive to such critical review, the teacher demands rigor. Rigor eliminates the notion of right and wrong and creates the expectation of careful analysis and critical thought. Rosenblatt describes this responsibility of the teacher as follows:

> A situation conducive to free exchange of ideas by no means represents a passive or negative attitude on the part of the teacher. To create an atmosphere of self-confident interchange he must be ready to draw out the more timid students and to keep the more aggressive from monopolizing the conversation. He must be on the alert to show pleased interest in comments that have possibilities and to help the students clarify or elaborate their ideas. He must keep the discussion moving along consistent lines by eliciting the points of contact between different students' opinions. His own flexible command of the text and understanding of the reading skills it requires will be called into play throughout.

Cooperation: Without a cooperative classroom environment, the preceding three conditions could not exist. A cooperative spirit must be present and alive in a response-based classroom. Students must realize that classroom discussions involving 20-30 students can stray. Such discussions can often lead down blind alleys and may not always hold the undivided attention of each participant. Some

students may pursue a line of thought that may not seem relevant to everyone. In such circumstances, a high level of tolerance is necessary, and patience is a virtue. Students must achieve and demonstrate a high level of trust in order to foster the cooperative spirit necessary for all participants to achieve at their greatest potential.

Suitable Literature: This last condition dictates that the literature provided in the response-based classroom is worthy of the critical thought and effort that students will invest. This condition creates a challenge. Matching the interests, needs, and reading abilities of students with the appropriate literature can be a difficult balance. Careful analysis of students' strengths and weaknesses combined with their likes and dislikes, as well as a broad knowledge base of the available literature is crucial for success. In order for students to achieve the reflective growth desired for them as critical readers, literature of substance must be made available.

The cultural practices of this learning environment maintain high expectations of performance for both students and teachers. Teachers recognize diversity and differentiation between students even in classes that appear homogeneous. On the surface, a class that is not ethnically diverse contains a great deal of diversity that emerges from differences in students' knowledge, skill, family structure, gender, personality, likes, dislikes, social class, and so on. The significant differences among students exist in their minds. This diversity contributes to the different meanings garnered from text in this literacy community. It is also the source of what is significantly common to the community. We recognize these differences among students and provide learning experiences that are emotionally safe, rigorous, and appropriately challenging to allow students the best opportunity to achieve the standards, develop meaning, learn about text, and learn from text.

Excerpted from *Planning Curriculum in English Language Arts*, Wisconsin Department of Public Instruction, 125 South Webster Street, Madison WI 53702; 800-243-8782.

Best Practices in Reading and Literature

The literacy-learning community that will facilitate student growth possesses several attributes and as a result has its own well-defined cultural beliefs, practices and expectations for learning for both students and teachers. Best practices for this literacy-learning community include the following:

MORE interdisciplinary learning experiences and activities	**LESS** isolation of literature
MORE instruction of skills within context of reading a diverse body of literature/text	**LESS** instruction of skills in isolation
MORE application and modeling of strategic, content-area reading	**LESS** reading the chapter or story and answering the questions
MORE use of instructional methods and questions requiring higher level thinking	**LESS** emphasis on literal understanding
MORE opportunity to create learning activities building a literacy-learning community	**LESS** focus on individual isolation of each student
MORE grouping by interests or choices	**LESS** grouping by reading skill level
MORE opportunity to perform research and analyze information selected by the student	**LESS** teacher selected research
MORE opportunity for written reflection and response	**LESS** use of worksheets
MORE opportunity to use multiple modes to express responses	**LESS** answering questions from the textbook
MORE opportunity to develop deep thinking about a theme, concept, or issue	**LESS** focus on superficial and literal understanding
MORE use of suitable, quality, culturally and ethnically diverse literature/text	**LESS** reliance on canonical selections
MORE use of inclusionary practices where and when appropriate	**LESS** tracking and grouping by reading level
MORE time spent purpose-setting with students before reading	**LESS** "Turn to page 23. Read the story and answer the questions."
MORE student choice and voice in the selection readings	**LESS** teacher selection of all literature/text
MORE teacher modeling and explaining personal reading skills and interests	**LESS** separate teacher reading, interests, and skills
MORE instruction in reading as process	**LESS** reading as a "one time through is enough"
MORE research into individual student's attitudes and interests	**LESS** reliance on publishers' selections
MORE modeling of reading in the workplace	**LESS** emphasis on reading as only what we do in school

Excerpted from *Planning Curriculum in English Language Arts*, Wisconsin Department of Public Instruction, 125 South Webster Street, Madison WI 53702; 800-243-8782.

Teaching and Planning for a Reading Task

When planning for a reading task, teachers should consider the following:

Text

- What is the structure of the selection?
- What are the theme(s), main idea(s), and major concepts of the selection?
- What vocabulary is critical to understanding the selection?
- What problems are inherent in the text that will interfere with students' understanding and interpretation of the selection?
- What text features (headings, images, and so forth) will help support students' understanding and interpretation of the selection?
- What strategies and skills will be most useful in guiding their understanding and interpretation of the selection?
- What strategies and skills will be most useful in helping students learn from selection?
- What meaningful and authentic information will students find in the selection?
- Is the selection suitable, worthy of the kind of thinking students will be expected to engage in while learning from it and responding to it?

Reader

- What knowledge and experience does each student possess that will help him or her understand and interpret the theme(s), main idea(s), and major concepts of the selection?
- What knowledge and experience does each student lack that will hinder his or her ability to understand and interpret the theme(s), main idea(s), and major concepts of the selection?
- Which of the multiple intelligence(s) (linguistic, visual, spatial, kinesthetic, interpersonal, intrapersonal, musical, logic) is/are each student's strength?
- How do I assess student background knowledge of the topic, text structure, vocabulary, strategies, and skills?
- What do I know about each student's interests and attitudes toward the topic of the text? What do I know about how he or she might react to it?
- What will each student find meaningful in the selection?
- What are the students' frustration, instructional, and independent-reading levels?
- How much guidance will I need to provide for students?

Context: Task

- What state performance objective(s) will be met?
- What are the content objective(s)?
- Who will determine the content objective(s)? Teacher? Students? Teacher and students together?
- What reading strategy(ies) and/or skill(s) will be taught and utilized to facilitate understanding and interpretation of the selection? Learning from the selection?

Setting: Classroom

- How will I use social structure, our classroom literacy learning community, to facilitate understanding and interpretation of the selection? Learning from the selection?
- How can I use resources from the larger community to facilitate understanding and interpretation of the selection? Learning from the selection?
- How will I organize the classroom to best support learning using this selection?
- How will I ensure that students' opinions will be given serious consideration, free from ridicule and condescension?

- How will I ensure that students will take the risks necessary to actively participate in our classroom literacy learning community?

Curriculum

- Where and how does this selection fit into an interdisciplinary framework or thematic unit?
- How will I relate this lesson to past and future lessons designed to guide developent of independent strategic behavior?
- How will I help students use the strategy(ies) and skill(s) learned in this lesson in other contexts and contents?

Lesson

- How will I organize the components of the lesson to lead to strategic behavior?
- What teaching procedures will I select to guide students toward strategic behavior?
- What steps will I build into the lesson so that I am gradually releasing responsibility for executing the strategy(ies) to the students so that they are evaluating, planning, monitoring, and regulating their comprehension?
- Should this lesson be part of a unit of instruction for the strategy, skill, or content?
- Have I included the minimum components for a lesson designed to read a selection (that is, activation of background knowledge; development of meaning of text-critical vocabulary; guidance or structure to facilitate understanding, interpretation, and learning)?
- Will the lesson be meaningful to students?
- How can I make the lesson interesting?
- What activities shall I include for teacher-guided practice? independent practice? informal and formal assessment?
- What activities shall I include that will engage students in deep thinking, critical analysis, or critical thought about the selection?

Teaching: Facilitation of Information

- Am I teaching rather than simply telling students to do things?
- Am I using modeling, explanation, and discovery to teach the strategy(ies), skill(s), content, and selection?
- Which of the students' multiple intelligences am I using to teach the strategy(ies), skill(s), content, selection?
- Have I made the usefulness of a strategy and skill clear and meaningful to the student(s)?
- Am I focusing on getting meaning from the selection and enabling students to ground their understanding with evidence from the selection?
- Am I supporting active student involvement with the text by design?
- Am I requiring students to demonstrate their thinking process by justifying their answers to questions and responses to the selection?
- Am I informally assessing student performance, understanding, interpretation, and learning throughout the lesson and adjusting instruction accordingly?
- What strategy(ies) will best support the reader's learning?

Guiding Practice

- Am I gradually shifting my role from information giver to the role of coach who guides students to assume ownership of the strategy, skill, knowledge, and learning?
- Am I ensuring that students are practicing with success?
- Am I ensuring that students are directing their attention to the task?
- Am I challenging students to monitor their reading, understanding, and learning from the selection by asking questions, taking notes, and rereading, asking, Does it make sense?
- Am I reflecting upon my own practice? Monitoring my effectiveness?
- Am I supporting students' development of other intelligences?

Standards of the Heart: A Bibliography of Literature for Children and Young Adults

Introduction

Most of the books in this bibliography were selected from annual editions of *CCBC Choices* and originally published between 1990 and 2000. *CCBC Choices* is an annual bibliography of recommended books selected by the professional staff of the Cooperative Children's Book Center. There is more information on the CCBC and on obtaining *CCBC Choices* at the end of this bibliography.

Through the annual *Choices* publication, the CCBC staff strives to bring a wide range of high-quality literature to the attention of teachers, librarians, and others who are responsible for selecting books for use with children and young adults. The CCBC's criteria for evaluating books for inclusion in *CCBC Choices* are simple: selected books must be interesting and accurate. The ways in which these criteria are realized are as varied and as exciting as the books themselves.

Books from *CCBC Choices* selected for inclusion in this bibliography were chosen based on their relevance to one or more of the seven characteristics of schools building standards of the heart: *Promote Core Values, Safe School Environment, Family and Community, Societal/Global Issues, Develop Positive Relationships, Engage Students' Minds,* and *Set High Expectations*. The bibliography is divided into these seven thematic areas. Within each thematic area, the books are arranged into three general categories by grade level: *Pre-K to Grade 3, Grades 4–6,* and *Grades 7–12*. Each book also includes a general age recommendation at the end of the annotation that will more clearly define the audience. It should be noted that excellent books for a specific grade may be found outside its grade level category, as many books have age-level recommendations that span more than one category. Some excellent books for grade 6, for example, will be found in the Grades 7–12 section, recommended for ages 11–14.

Books were placed in the thematic section for which they seem *most* relevant—a decision that wasn't always easy to make. A number of the books might have easily been placed in two or more thematic sections. As a result, a "See Also" section appears at the end of many grade-level categories within a thematic section listing titles found elsewhere in the bibliography that also apply to that theme.

Promote Core Values

The books in this section emphasize values such as respect (for others and for one's self), compassion, honesty, empathy, and sharing. Some of the books directly illustrate these values, while others are included with the idea that to read about those whose experiences may be different from one's own is to form a connection and respect built on understanding. All of the books provide starting points for discussing the differences and commonalities to celebrate as qualities that enrich all of our lives. The value or values that each book underscores is listed in parentheses at the end of the annotation.

Pre-K to Grade 3

Aliki. *Painted Words/Spoken Memories: Marianthe's Story.* Greenwillow, 1998. 64 pages (ages 5-9)

In two separate but connected stories, a young girl shares her experiences in leaving her homeland for this country. First she uses art to communicate. In the second story, she has learned enough English to share her experience verbally with her classmates. (empathy, compassion)

Andersen, Hans Christian. *The Ugly Duckling.* Illustrated by Jerry Pinkney. Morrow, 1999. 32 pages (ages 4-8)

A beautifully illustrated retelling of this classic tale that underscores how it feels to be different. (empathy)

Bang, Molly. *When Sophie Gets Angry -- Really, Really Angry...* Blue Sky Press/Scholastic, 1999. 36 pages (ages 2-7)

The arc of a temper tantrum is brilliantly realized in a story that validates the importance of feelings (empathy, honesty)

Carter, Alden. *Big Brother Dustin.* Photographs by Dan Young with Carol Carter. Albert Whitman, 1997. 32 pages (ages 4-6)

Dustin is very excited at the news that his mom is going to have a baby. As he and his family prepare for his new sister's arrival, he tries to choose a name for her. Photographs reveal what is never stated in the text: Dustin is a child with Down Syndrome. (respect)

Chinn, Karen. *Sam and the Lucky Money.* Illustrated by Cornelius Van Wright and Ying-Hwa Hu. Lee & Low, 1995. 32 pages (ages 4-7)

A young Chinese American boy has four dollars to spend for the New Year but is disappointed with how expensive all the toys are. But a homeless person provides him with the opportunity to spend it in a caring and unexpected way. (compassion, sharing)

Cisneros, Sandra. *Hairs/Pelitos.* Illustrated by Terry Ybañez. Apple Soup/Knopf, 1994. 32 pages (ages 3-7)

A child lyrically describes all the different types of hair of the members of his family in a bilingual celebration of diversity and family love. (respect)

Figueredo, D.H. ***When This World Was New.*** **Illustrated by Enrique O. Sanchez. Lee & Low, 1999. 32 pages** (ages 4-8)

A young boy who has emigrated with his family to the United States from the Caribbean experiences both excitement and anxiety as he and his family adjust to life in their new country. (compassion, respect)

Frost, Jonathan. ***Gowanus Dogs.*** **Farrar, Straus and Giroux, 1999. 44 pages** (ages 5-7)

Stray puppies in an urban city are rescued by caring adults, including a homeless man who seeks help for one of the pups who is sick and finds work and a place to stay as a result. (compassion)

Guback, Georgia. ***Luka's Quilt.*** **Greenwillow, 1994. 32 pages** (ages 4-8)

Luka is disappointed and angry that the traditional Hawaiian quilt her grandma made her has only two colors. Her grandma suggests they call a truce, which gives Luka time to consider her feelings and behavior while her grandma comes up with a brilliant compromise. (honesty, respect)

Haseley, Dennis. ***Crosby.*** **Illustrated by Jonathan Green. Harcourt Brace, 1996. 32 pages** (ages 6-11)

Crosby is a singular child who is comfortable with his uniqueness but open to the idea of friendship with another singular, lonely boy. (respect).

Hausherr, Rosemary. ***Celebrating Families.*** **Scholastic Press, 1997. 32 pages** (ages 4-9)

Each two-page spread profiles a child or siblings and their parents or caregivers through text and lively photographs in a photodocumentary that celebrates many different types of families, including two-parent, single-parent, adoption, foster care, grandparent guardian, same-sex parents, and others. (respect)

Heo, Yumi. ***Father's Rubber Shoes.*** **Orchard, 1995. 32 pages** (ages 4-8)

Yungsu has not been very happy since his family moved from Korea to the United States and doesn't understand why they left their home until his father shares a story from his own childhood to help Yungsu understand the opportunities he hopes Yungsu will have in their new country. (empathy, respect)

Jiménez, Francisco. ***The Christmas Gift / El regalo de Navidad.*** **Illustrated by Claire B. Cotts. Houghton Mifflin, 2000. 32 pages** (ages 4-8)

A bilingual story adapted from Jiménez's *The Circuit*, a cycle of autobiographical short stories, recalls a Christmas when the migrant family had little in the way of material things but was rich in love and shared what they had with a young family in need. (compassion, empathy, respect, sharing)

Kroll, Virginia. ***Butterfly Boy.*** **Illustrated by Gerardo Suzán. Boyds Mills Press, 1997. 32 pages** (ages 5-8)

Emilio's grandfather can no longer speak, but the young boy shows great imagination and compassion as he interacts with his beloved *abuelo*. (compassion)

Mitchell, Margaree King. ***Uncle Jed's Barbershop.*** **Illustrated by James Ransome. Simon & Schuster, 1993. Unpaged** (ages 4-6)

In a story set during the Depression, a young African American girl tells the story of her uncle's dream to open his own barbershop, a dream he deferred in order to give his savings to her family to pay for medical care when she became ill. Years later, his dream became a reality. (compassion, sharing)

Nikola-Lisa, W. ***Bein' with You This Way.*** **Illustrated by Michael Bryant. Lee & Low, 1994. 32 pages** (ages 3-6)

A rhyming, rapping celebration of the many ways people are "different, but the same" is set in a lively city park. (respect)

Pinkney, Sandra L. ***Shades of Black.*** **Photographs by Myles C. Pinkney. Scholastic, 2000. 24 pages** (ages 3-11)

Black skin can be many shades, Black hair can be many textures, they eyes of Black children can be many colors, and this lyrical book acknowledges the beauty of them all and features exquisite color photographs. Children of all races have responded with great enthusiasm to this singular book. (respect)

Rogers, Fred. ***Extraordinary Friends.*** **(Let's Talk about It) Putnam, 2000. 32 pages** (ages 3-7)

Three friendships between children with disabilities and non-disabled children are profiled in a book for young children that helps them see beyond physical difference. (respect)

Smith, Cynthia Leitich. ***Jingle Dancer.*** **Illustrated by Cornelius Van Wright and Ying-Hwa Hu. Morrow/HarperCollins, 2000. 32 pages** (ages 5-8)

Jenna wants to jingle dance for the first time at the next powwow, but she doesn't have jingles for her dress. Resourceful and determined, Jenna visits four older female relatives and friends and asks each if she can borrow a row of jingles from her dress. Each woman willingly shares her jingles with Jenna, and each asks Jenna, "Will you dance for me?" in an appealing story about a Muscogee/Ojibway child. (sharing, respect)

Vigna, Judith. ***My Two Uncles.*** **Albert Whitman, 1995. 32 pages** (ages 5-8)

A young girl describes her loving relationship with her uncle and his male partner, as well as her sadness and confusion at her grandfather's unwillingness to accept the two men's relationship. (empathy, respect)

Weiss, George David and Bob Thiele. ***What a Wonderful World.*** **Illustrated by Ashley Bryan. Atheneum, 1995. 24 pages** (ages 2-8)

The lyrics to the song made famous by Louis Armstrong are presented here with celebratory illustrations of children of many colors working together to produce a puppet show. (respect)

See also: Safe School Environment: *Chrysanthemum; My Name Is Maria Isabel; Upside Down Boy; Wings.* **Family and Community:** *Three Cheers for Catherine the Great; What Zeesie Saw on Delancey Street; Scooter.* **Societal/Global Issues:** *Nine Candles; Sitti's Secrets; Somewhere Today.* **Develop Positive Relationships:** *Home Lovely; Tomás and the Library Lady.* **Engage Students' Minds:** *Benito's Dream Bottle.* **Set High Expectations:** *We Can Do It!*

Grades 4-6

Bantle, Lee F. *Diving for the Moon.* Macmillan, 1995. 163 pages (ages 9-12)

The best friendship between a young girl and an HIV-positive boy is challenged as she struggles to understand his condition and provide the support he needs. (empathy)

Bruchac, Joseph. *The Heart of a Chief.* Dial, 1998. 153 pages (ages 10-13)

A fresh first-person narrative about a Penacook Indian boy attending an off-reservation school for the first time embraces issues of identity common to all adolescents and issues specific to his Indian heritage, such as his crusade to get his school to drop its use of an Indian mascot and his opposition to his tribe turning a natural area into a casino. (respect)

Cha, Dia. *Dia's Story Cloth: The Hmong People's Journey of Freedom.* Stitched by Chue and Nhia Thao Cha. Lee & Low, 1996. 24 pages (ages 8-11)

A Hmong woman tells how she came to America in a story illustrated with a traditional Hmong story cloth. (respect)

Creech, Sharon. *Bloomability.* HarperCollins, 1998. 273 pages (ages 9-14)

A 13-year-old girl from the United States spends a year at an international school in Switzerland, where the students come from around the world and must work to create a community of respect and support. (compassion, respect)

Dorris, Michael. *Guests.* Hyperion, 1994. 119 pages (ages 9-11)

A story set at the time of the first white settlements in what is now the United States is told from the point of view of a young native boy who is upset that his father is treating the newcomers to the land as guests deserving of his people's hospitality. (respect, sharing)

English, Karen. *Francie.* Farrar, Straus and Giroux, 1999. 199 pages (ages 9-13)

Set in the South early in this century, Francie is an African American girl living in a small community where her family and community face daily discrimination and danger. Despite this, she risks her own and her family's safety to help protect a young black boy wrongly accused of a crime. (empathy, compassion)

Jenness, Aylette. *Families: A Celebration of Diversity, Commitment, and Love.* Houghton Mifflin, 1990. 48 pages (ages 5-12)

What makes a family? Love is the common ingredient that the diverse families profiled share. Black-and-white photographs accompany first-person narratives in which children from many different family compositions describe their families. (respect)

Mochizuki, Ken. *Passage to Freedom: The Sugihara Story.* Illustrated by Dom Lee. Afterword by Hiroki Sugihara. Lee & Low, 1997. 32 pages (ages 7-11)

A picture-book history of the Japanese ambassador to Lithuania who went against the orders of his government and wrote visas for Jews to escape the ever-tightening hold of the Germans just prior to World War II. (compassion)

Myers, Laurie. *Surviving Brick Johnson.* Illustrated by Dan Yaccarino. Clarion, 2000. 74 pages (ages 8-11)

A fifth-grade boy is convinced that the big new kid in his class is a bully out to get him but makes a surprising discovery about the boy and his own role in the drama. (honesty, respect)

Spinelli, Jerry. *Crash.* Knopf, 1996. 162 pages (ages 10-13)

An unusual novel looks at bullying from the bully's point of view. Crash Coogan's favorite victim has always been mild Penn Weber, but as Crash describes events in his life in his funny, touching voice, he begins to realize that his attacks on Penn are rooted in his own insecurities. (empathy, respect)

Wiener, Lori S., Aprille Best, and Philip A. Pizzo, compilers. *Be a Friend: Children Who Live with HIV Speak.* Foreword by Robert Coles. Albert Whitman, 1994. 40 pages (ages 9-14)

HIV-positive children share their feelings and thoughts about what it means to be HIV positive and what others can do for them. (compassion, respect)

Yumoto, Kazumi. *The Friends.* Translated by Cathy Hirano. Farrar, Straus and Giroux, 1996. 170 pages (ages 10-13)

Curious about death, three sixth-grade boys in Japan begin spying on a reclusive old man near their school, thinking he is the closest person to death that they know. They end up developing a life-affirming relationship with him. (compassion, respect)

See also: Safe School Environment: *Daring to Be Abigail; Eagle Song; Heart of a Chief; La Mariposa; Wringer.* **Family and Community:** *Bat 6, HIV Positive; Neve Shalom/Wahat Al-Salam; The Well.* **Societal/Global Issues:** *It's Our World, Too!;Kids' Guide to Social Action; Star of Fear, Star of Hope; Through My Eyes.* **Develop Positive Relationships:** *Holes; Matilda Bone; Skellig.* **Set High Expectations:** *Eleanor Roosevelt; This Land Is My Land.*

Grades 7-12

Ayer, Eleanor, with Helen Waterford and Alfons Heck. *Parallel Journeys.* Atheneum, 1995. 244 pages (ages 12-15)

A concentration camp survivor and a former member of the Nazi Youth during World War II share their individual stories and their common mission to educate young people today about what happened during that war and what must take place so that nothing like it is ever repeated. (honesty, respect)

Bauer, Marion Dane, editor. *Am I Blue? Coming Out from the Silence.* HarperCollins, 1994. 273 pages (age 16 and older)

Short stories from a wide range of writers look at lesbian and gay experiences in a welcome collection for all older teens acknowledging the importance of visibility and affirmation for gay and lesbian youth. (respect)

Budhos, Marina. *Remix: Conversations with Immigrant Teenagers.* Henry Holt, 1999. 145 pages (age 14 and older)

Interviews with teenagers who have emigrated to the United States reveal common themes of cultural clashes and the desire to fit into their new surroundings. (respect)

Carlson, Lori M., editor. *American Eyes: New Asian-American Short Stories for Young Adults.* Introduction by Cynthia Kadohata. Henry Holt, 1994. 144 pages (age 14 and older)

Asian American writers from a range of specific cultural backgrounds contributed to this collection that expands the understanding of what it is to be American. (respect)

Carlson, Lori M., editor. *Cool Salsa: Bilingual Poems on Growing Up Latino in the United States.* Introduction by Oscar Hijuelos. Henry Holt, 1994. 123 pages (age 12 and older)

A collection of poems presented in both Spanish and English explore the Latino experience in the United States. (respect)

Gaskins, Pearl Fuyo. *What Are You? Voices of Mixed-Race Young People.* Henry Holt, 1999. 273 pages (age 13 and older)

Multiracial teens who defy the insistence of society and individuals to label them share their feelings and experiences in a series of interviews that reveal an overall sense of confidence and comfort with who they are even if others have difficulty accepting it. (respect)

Holt, Kimberly Willis. *When Zachary Beaver Came to Town.* Henry Holt, 1999. 227 pages (age 11-14)

Two 13-year-old boys are challenged to see beyond the physical when Zachary Beaver, billed as "the fattest boy in the world," arrives in their town as a sideshow curiosity and they discover the boy's hidden pain, which echoes some of the difficulties in their own lives. (empathy, compassion).

Nye, Naomi Shihab. *Habibi.* Simon & Schuster, 1997. 259 pages (ages 11-14)

Moving from St. Louis to Jerusalem, 15-year-old Palestinian American Liyana Aboud observes her new surroundings with the keen and sensitive eye of a budding writer as she tries to make sense of a place steeped in beauty and tragedy, forms bonds with her Palestinian relatives, and falls into sweet and innocent love with a Jewish boy. (compassion, respect)

Peck, Richard. *A Long Way from Chicago.* Dial, 1998. 148 pages (ages 11-14)

Sent to spend the summer with their grandmother during the Depression, Joey and his young sister Mary Alice find a woman both imposing and warm, a paradox until they begin to understand the sense of morality and justice, compassion and caring at her core. (compassion, respect)

Strom, Yale. *Quilted Landscape: Conversations with Young Immigrants.* Simon & Schuster, 1996. 80 pages (ages 11-14)

Interviews with young immigrants to the United States reveal the circumstances that brought each to this nation as well as the challenges of adapting to a new life. (respect)

Trueman, Terry. *Stuck in Neutral.* HarperCollins, 2000. 114 pages (ages 13-16)

A riveting first-person narrative told from the point of view of a teenager with severe cerebral palsy who has never been able to communicat;e reveals a lively, observant mind trapped in an unresponsive body that has led all those around him to believe he has the mental development of a four-month-old. The boy, who suffers severe seizures, believes his father wants to kill him out of compassion. (respect)

Wolff, Virginia Euwer. *Make Lemonade.* Henry Holt, 1993. 200 pages (ages 12-16)

Teenager LaVaughn, college-bound if her mother has her way, takes a job babysitting for teenage mother Jolly and gains an eyewitness understanding of the difficulties that Jolly faces. LaVaughn tries to walk the line between being a friend to the struggling young mother and being used. (compassion, empathy, respect)

Wollf, Virginia Euwer. *True Believer.* Atheneum, 2001. 264 pages (age 13 and older)

In a sequel to *Make Lemonade*, LaVaughn continues her quest for college with the support of her mother, a wonderful teacher, and a great guidance counselor. But the path she is choosing seems to be leading her away from her two best friends, as does the crush she has developed on a boy with a startling truth to reveal. As she navigates the changes in her life, LaVaughn struggles with her feelings about herself and those she loves. (honesty, respect)

See also: Safe School Environment: *Circuit; Skin I'm In; Speaking Out; Stargirl.* **Family and Community:** *Earthshine; Seedfolks.* **Societal/Global Issues:** *From Slave Ship to Freedom Road; Pedro and Me.* **Develop Positive Relationships:** *I Hadn't Meant to Tell You This.*

Safe School Environment

Some of the books in this section focus on emotional safety connected to issues such as teasing, name-calling, and fears associated with being new. Some of the books focus more on home or neighborhood than school, but their placement here acknowledges that safety at school is connected to issues of safety and security in children's lives in general. Finally, some of the books exemplify dynamic, creative schools, classrooms, and teachers.

Pre-K to Grade 3

Ada, Alma Flor. ***My Name Is María Isabel.*** **Illustrated by K. Dyble Thompson. Atheneum, 1993. 57 pages** (ages 7-9)

A name can be at the heart of identity, as this story about a young Puerto Rican American girl reveals when her new teacher calls her Mary in stead of Maria and the girl must find the courage to speak up on her own behalf.

Henkes, Kevin. ***Chrysanthemum.*** **Greenwillow, 1991. 32 pages** (ages 3-7)

Chrysanthemum has always loved her name until she starts school and other girls tease her. It takes the revelation of a beloved teacher to make them all reconsider their actions—and wish that they, too, had been named after a flower!

Henkes, Kevin. ***Wemberley Worried.*** **Greenwillow, 2000. 32 pages** (ages 3-7)

Wemberly worries about almost everything, and the pending first day of school is no small exception. With the support of her terrific teacher, however, Wemberly does just fine.

Herrera, Juan Felipe. ***The Upside Down Boy/El niño de cabeza.*** **Illustrated by Elizabeth Gómez. Children's Book Press, 2000. 32 pages** (ages 7-10)

Based on the author's own childhood experiences as a child of migrant laborers, this picture book describes a young Spanish-speaking boy's first year at school, where the difficulties presented by the language barrier are overcome with the help of a wonderful teacher who encourages the child to express himself through art and other outlets, including poetry, as his grasp of English grows.

Myers, Christopher. ***Wings.*** **Scholastic Press, 2000. 40 pages** (ages 5-11)

Ikarus Jackson has wings—strong, proud, beautiful wings, says the young narrator of this story. But what she finds beautiful, the other kids, and teachers, too, find different and disturbing. A quiet young girl who feels like an outsider herself finds the courage to speak up on behalf of someone who is teased for being different in a powerful picture book.

Polacco, Patricia. ***Thank You, Mr. Falker.*** **Philomel, 1998. 40 pages** (ages 6-10)

A booklover for as long as she can remember, a young girl is eager to start school and learn how to read, but as time passes and her classmates succeed she can't make sense of the letters on the page. Ashamed and unhappy, her life is turned around by the help of a patient and insightful teacher. The author based this story of her own experiences as a child.

See also: Core Values: *Bein' with You This Way, Painted Words/Spoken Memories.* **Family and Community:** *Officer Buckle and Gloria.* **Societal/Global Issues:** *Somewhere Today.* **Engage Students' Minds:** *What Is a Scientist?*

Grades 4-6

Bruchac, Joseph. *Eagle Song.* Illustrated by Dan Andreasen. Dial, 1997. 80 pages (ages 9-11)
Fourth-grader Danny hates being the new kid at school, and he especially hates being called "Chief" and "Hiawatha" because he's Indian. With the support of his parents, who tell him "if you believe in peace…an enemy can become a friend" he finds the courage to make the first move toward friendship.

Hill, Kirkpatrick. *The Year of Miss Agnes.* McElderry, 2000. 115 pages (ages 8-11)
A wonderful British teacher makes a great difference in the lives of the Alaskan Native children in a small town in in 1948 because, unlike the teachers who came before her, she respects the children as individuals, she respects their culture, and her lively, engaging teaching helps them feel connected to one another and to the larger world.

Jiménez, Francisco. *La Mariposa.* Illustrated by Simón Silva. Houghton Mifflin, 1998. 40 pages (ages 8-11)
This illustrated retelling of a short story that originally appeared in the author's book *The Circuit: Stories from the Life of a Migrant Child* focuses on young Francisco's first year at school. He speaks no English but is not allowed to use any Spanish, and his sense of confusion and disconnection are punctuated throughout the year by a few small but important gestures of friendship and meaningful encounters as well as the occasional cruelty of his peers.

Jukes, Mavis. *It's a Girl Thing: How to Stay Healthy, Safe, and in Charge.* Illustrated by Debbie Tilley. Knopf, 1996. 135 pages (ages 9-16)
A lively, conversational guide to puberty and adolescence focuses in part on issues related to physical and emotional safety for girls.

Krull, Kathleen. *One Nation, Many Tribes: How Kids Live in Milwaukee's Indian Community.* Photographs by David Hautzig. Lodestar/Dutton, 1995. 48 pages (ages 8-12)
A profile of the Milwaukee Community Indian School, which brings together students from five Wisconsin Indian nations, focuses on two contemporary American Indian children whose lives in an urban city are steeped in the traditions of family and culture—traditions that the school helps sustain.

Seuss, Dr. with Jack Prelutsky and Lane Smith. *Hooray for Diffendoofer Day!* Designed by Molly Leach. Scholastic, 1988. 60 pages (age 8 and older)
At Diffendoofer School, students are taught to be creative, they are taught how to think. But everything is on the line with an upcoming test—if the students in Miss Bonkers' class fail, they'll have to go to school in Flobbertown, where everyone does everything the same.

Spinelli, Jerry. *Wringer.* HarperCollins, 1997. 228 pages (ages 10-14)
Family and social expectations and, above all, peer pressure disturb a young boy who has a secret: he doesn't want to participate in the annual pigeon shoot in his community. The boy's position is made more difficult after he harbors a pigeon, knowing he can't possibly harm it or others.

Vail, Rachel. *Daring to Be Abigail.* Orchard, 1996. 128 pages (ages 8-12)

At a summer camp, the quest to be one of the popular girls leads 12-year-old Abigail to join in on the teasing and cruel tricks played on one of the girls in her cabin in a searing look at the pressures of peer relationships and the intense desire for acceptance among adolescent girls.

See also: Core Values: *Bloomability; Crash; Heart of a Chief; Suitcase; Surviving Brick Johnson.* **Family and Community:** *Barrio; Neve Shalom/Wahat Al-Salam.* **Societal/Global Issues:** *Through My Eyes.* **Develop Positive Relationships:** *Suitcase.* **Set High Expectations:** *This Land Is My Land.*

Grades 7-12

Flake, Sharon G. *The Skin I'm In.* Jump at the Sun/Hyperion, 1998. 171 pages (ages 12-16)

Thirteen-year-old Maleeka Madison gets teased for her unfashionable clothes and because she's *too* Black in the opinion of many of her African American peers. A demanding and dynamic teacher helps Maleeka see beyond the opinions and pressures of her so-called friends, but not before Maleeka makes some damaging choices.

Herrera, Juan Felipe. *Crashboomlove: A Novel in Verse.* University of New Mexico Press, 1999. 155 pages (ages 12-18)

César is a talented observer of the world—it's part of what makes him an outsider at his high school. But it doesn't stop him from wanting to fit in among his peers, even when the decisions they make are dangerous. A novel told in narrative poems examines a bright, sensitive Latino boy's struggles.

Jiménez, Francisco. *The Circuit: Stories from the Life of a Migrant Child.* Houghton Mifflin, 1999. 116 pages (age 12 and older)

Struggles and acceptance at school are just one of the many issues explored in this autobiographical cycle of short stories. Starting school when he knew no English and battling constant poverty, the author, now a college administrator, acknowledges the intervention of a teacher who recognized his potential at a time when he was working as a janitor in a high school, one of the moments that marked a turning point in his life.

Kuklin, Susan. *Speaking Out: Teenagers Take on Race, Sex, and Identity.* Putnam, 1993. 165 pages (age 12 and older)

Author Susan Kuklin spent a year in a New York City high school talking to kids about issues that affect them as individuals and that affect the community of their school. Her interviews with the students on a wide range of topics are presented here, in voices that ring with great insight and honesty.

Lynch, Chris. *Slot Machine.* HarperCollins, 1995. 241 pages (ages 13-16)

The summer before he begins high school, 14-year-old Elvin is sent to the private school's camp, where the kids sort themselves—and are sorted—into identity groups based on their sport of choice. A failure as an athlete and resistant to being "slotted," Elvin is at odds with his fellow campers and the administrators as he asserts his right to not fit in and witnesses the often painful rites of initiation that some of the other boys submit to in order to be accepted.

Pinkney, Andrea Davis. *Raven in a Dove House.* Gulliver Books/Harcourt Brace, 1998. 208 pages (ages 12-15)

Spending the summer in the small town where her grandmother lives, 12-year-old Nell is haunted by big-city problems when her cousin and his best friend reveal that they are hiding a gun in the old dollhouse where Nell once innocently played. Whether or not to tell an adult is just one of the challenges that Nell faces in this novel that marks the loss of innocence for a child and a community.

Spinelli, Jerry. *Stargirl.* Knopf, 2000. 186 pages (ages 12-16)

A novel told in flashback turns a keen eye on conformity, describing the year that a freespirited new student changed everything at an Arizona high school. The wholly singular, ukelele-playing Stargirl is not just immune to cliques and peer pressure, she's wholly unaware of their existence and of the ridicule of other students. Stargirl isn't a pathetic figure, she's a transcendant one—her presence rubs off, however briefly, on the entire school, liberating the students from the need to conform. Pushing the boundaries, Stargirl eventually crosses over them, and the students who briefly embraced their own individuality retreat into a single, hostile entity. Stargirl is still immune—she remains her own shining self until a boy, the narrator who is falling in love with her, asks her to conform and she complies, losing herself in the process, only to be found again when she finally rejects his conditions.

See also: Core Values: *Cool Salsa; Quilted Landscape; Remix, True Believer; What Are You?* **Family and Community:** *Children of Topaz.* **Societal/Global Issues:** *Making Up Megaboy; Speak.*

Family and Community Involvement

The books in this section feature stories in which individuals and families intersect with the larger community in meaningful ways or that exemplify different aspects of community services. "Community" in this section embraces a wide range of definitions, including geographic proximity (for example, apartment building, neighborhood), social institutions (schools, social service agencies) as well as individuals and groups who are considered part of one's community of friends.

Pre-K to Grade 3

Best, Cari. ***Three Cheers for Catherine the Great.*** **Illustrated by Giselle Potter. Melanie Kroupa Book/DK Ink, 1999. 32 pages** (ages 4-8)

The community of family and neighbors is underscored in a story set in an earlier part of this century in an urban apartment building, where a young girl lives with her mother and Russian-born grandmother. For her grandmother's birthday, each person in the building has prepared a wonderful "no present"—a gesture or activity that can't be wrapped but comes from the heart.

Greenfield, Eloise. ***Night on Neighborhood Street.*** **Illustrated by Jan Spivey Gilchrist. Dial, 1991. 26 pages** (ages 3-9)

Seventeen marvelous, child-centered poems offer a glimpse into the lives of African American children on a single night in their urban neighborhood in a celebratory tribute to African American neighborhood and community.

Hughes, Shirley. ***Tales of Trotter Street.*** **U.S. edition: Candlewick, 1997. 60 pages** (ages 4-8)

A compilation of four of Hughes's appealing stories set in a diverse British neighborhood and centering on the children of several families who live there provide child-centered portraits of community.

Ormerod, Jan. ***Who's Whose?*** **Lothrop, Lee & Shepard, 1998. 24 pages** (ages 4-8)

In the lives of several busy families, children, adults, and even pets are part of an extended community of mutual support as babysitting, dog-walking, and other responsibilities are shared.

Rael, Elsa Okon. ***What Zeesie Saw on Delancey Street.*** **Illustrated by Marjorie Priceman. Simon & Schuster, 1996. Unpaged** (ages 5-8)

A young girl in an urban Jewish neighborhood in the first half of the 20th Century discovers that the weekly social gatherings in her neighborhood are also a way for members of her community to help one another when someone is in need.

Rathmann, Peggy. ***Officer Buckle and Gloria.*** **Putnam, 1995. 32 pages** (ages 3-8)

A police officer who specializes in safety education in the schools is upstaged by his canine companion in a hilarious picture book.

Williams, Vera B. *Scooter.* Greenwillow, 1993. 147 pages (ages 4-7 as a read-aloud; ages 8-10 as read alone)

Elana Rose Rosen and her mother have just moved, and the urban apartment building and neighborhood in which they live hold much promise for new friendships with people both young and old in a dynamic chapter book about family and community.

Woodtor, Dee Parmer. *Big Meeting.* Illustrated by Dolores Johnson. Atheneum, 1996. 34 pages (ages 3-8)

The community of extended family is the focus of this story about the family reunion of an African American family in the South.

See also: Core Values: *Bein' with You This Way; Gowanus Dogs; Jingle Dancer.*

Grades 4-6

Ancona, George. *Barrio: José's Neighborhood.* Harcourt Brace, 1998. 48 pages (ages 7-10)

This profile of a young Latino boy who lives in San Francisco's Mission District describes his life with his family, at school, and in the larger community and ways in which all three interconnect. The text is accompanied by Ancona's color photographs. Also available in Spanish as *Barrio: El barrio de José.*

Dolphin, Laurie. *Neve Shalom / Wahat Al-Salam: Oasis of Peace.* Photographs by Ben Dolphin. Scholastic, 1993. 48 pages (ages 7-10)

Two boys, one Arab Palestinian and the other Jewish, attend a remarkable school in a remarkable Israeli community where Jewish and Arab families are committed to living together in peace.

Taylor, Mildred D. *The Well: David's Story.* Dial, 1995. 92 pages (ages 9-14)

The author of the powerful Logan Family saga of stories about Cassie Logan and her family set in the South during and after the Depression (*Let the Circle Be Unbroken; Roll of Thunder, Hear My Cry; The Road to Memphis)* goes back a generation to tell a story set in the early 1900s, when Cassie Logan's father David was a child. During a drought, the Logan family's well is the only one in their community that hasn't run dry. The African American family shares willingly with both Blacks and whites, a fact that just intensifies the hatred that some members of the white community have for the Logans—senseless hatred that David and his brother Hammer have a hard time understanding or swallowing.

Wolf, Bernard. *HIV Positive.* Dutton, 1997. 48 pages (ages 7-12)

Writer/photographer Bernard Wolf profiles an HIV-positive woman and her two young children, showing the impact of HIV on their lives and the support system of extended family and community services that helps sustain them.

Wolff, Virginia Euwer. *Bat 6.* Scholastic Press, 1998. 230 pages (ages 10-14)

Set on the West Coast in 1946, a story that builds to its climax during an annual softball game between the sixth grade girls from two communities considers collective truth and responsibility. On one team is a girl whose father was killed at Pearl Harbor; on the other is a Japanese American girl whose family was interned during the war. In the story, told in flashback from multiple points of view, the girls from both teams piece together events that led to an attack by the orphaned girl on the Japanese American child.

See also: Core Values: *Bloomability; Francie; Heart of a Chief.* **Safe School Environment:** *One Nation, Many Tribes; Wringer.* **Societal/Global Issues:** *Come Back, Salmon; Kid's Guide to Social Action, 50 Simple Things Kids Can Do; It's Our World, Too!; Oh, Freedom!; Take Action.*

Grades 7-12

Cofer, Judith Ortiz. *An Island Like You: Stories of the Barrio.* Melanie Kroupa/Orchard, 1995. 165 pages (ages 12-16)

A series of interconnected short stories focuses on the lives of individual teenagers in a contemporary Puerto Rican American neighborhood, and on the neighborhood itself, where the lives, like the stories, are singular yet connected in deep and meaningful ways.

Fleischman, Paul. *Seedfolks.* Joanna Cotler Books/HarperCollins, 1997. 69 pages (ages 9-13)

The transformation of a garbage-strewn lot into a garden also marks the start of the transformation of a rundown urban neighborhood into a true community. The racially and culturally diverse residents, who once viewed one another with suspicion and fear, begin to see themselves as allies and even friends in a story told from multiple points of view.

Myers, Walter Dean. *145th Street.* Delacorte, 2000. 151 pages (age 14 and older)

Interconnected short stories depict a wide range of individual characters and collectively paint a portrait of one Harlem neighborhood.

Nelson, Theresa. *Earthshine.* Orchard, 1994. 182 pages (ages 11-14)

A young girl and her father, who is dying of AIDS, get support from a wonderful circle of friends who comprise their extended family.

Taylor, Mildred D. *The Road to Memphis.* Dial, 1990. 290 pages (age 12 and older)

Cassie Logan and her brothers are teenagers who grew up in the segregated South during the Depression and are now leaving the community of family and friends that embraced them and the larger community of their town, in which many resented and even hated them because they were Black, to travel to Memphis. The teenagers must rely on all they have learned about survival—the lessons steeped in love and the lessons steeped in cruelty—to travel safely on the road that leads to their futures.

Tunnell, Michael O., and George W. Chilcoat. *Children of Topaz: The Story of a Japanese–American Internment Camp, Based on a Classroom Diary.* Holiday House, 1996. 74 pages (ages 8-14)

At Topaz, one of the internment camps set up by the U.S. government to imprison American citizens of Japanese descent during World War II, children maintain a sense of identify and community with the help of their families and their classroom community.

Address Societal Issues

The books in this section cover a wide range of topics, from the environment to racism to the difficulties faced by children in crisis. Some of them chronicle the efforts of adults to make a difference in the world; some profile the efforts of children themselves to have a positive impact on their neighborhoods, their communities, and the wider world; and some are handbooks to help today's children and teens become agents of action and change. Some are about slavery and World War II, historical issues that continue to have repercussions today. A few select books among the many excellent titles available on these topics have been included here, chosen for the way in which they directly engage young readers in the subject matter.

Pre-K to Grade 3

Bang, Molly. ***Common Ground: The Water, Earth, and Air We Share.*** **Blue Sky Press/Scholastic, 1997. 36 pages** (ages 5-8)

A simple, accessible text gives young readers an introduction to environmental issues by clearly identifying differences between reckless consumption and careful use of the earth's natural resources.

Fleming, Denise. ***Where Once There Was a Wood.*** **Henry Holt, 1996. 36 pages** (ages 5-10)

A lyrical look at change over time follows the transformation of a beautiful, natural wooded area into a suburban development and the effects on flora and fauna. Provides information on creating a backyard wildlife habitat.

Mullins, Patricia. ***V for Vanishing: An Alphabet of Endangered Animals.*** **HarperCollins, 1994. 32 pages** (ages 5-10)

Animals in danger of becoming extinct are the focus of this alphabet book illustrated in detailed collage artwork. Provides information about where each animal can be found—for now.

Nye, Naomi Shihab. ***Sitti's Secrets.*** **Illustrated by Nancy Carpenter. Four Winds Press, 1994. 32 pages** (ages 6-10)

A young girl visits her grandmother, who lives in the Middle East, and shares many wonderful moments despite the language barrier in a book that puts a name and a face on the word "Arab" and addresses a child's fears about loving someone so many others think of as an enemy.

Testa, Maria. ***Nine Candles.*** **Illustrated by Amanda Schaffer. Carolrhoda, 1996. 32 pages** (ages 4-7)

Raymond's seventh birthday falls on the day of his weekly trip with his father to visit his imprisoned mother in this picture book that sheds light on some of the emotions and circumstances for children who have an incarcerated parent.

Thomas, Shelley Moore. ***Somewhere Today: A Book of Peace.*** **Photographs by Eric Futran. Albert Whitman, 1998. 24 pages** (ages 3-7)

Ten simple but meaningful ways children can engage in peace-making actions are highlighted, such as "being a friend instead of fighting…planting a tree where one was cut down."

Weeks, Sarah. ***Little Factory.*** **Illustrated by Byron Barton. A Laura Geringer Book/HarperCollins, 1998. 36 pages** (ages 2-5)

An original song about a factory that falls victim to its own success, creating so much pollution that no one wants to work there any more until the owner changes to solar power, is illustrated with boldy colored artwork.

See also: Core Values: *Gowanus Dogs; Painted Words/Spoken Memories; When This World Was New.* **Safe School Environment:** *Upside Down Boy.* **Develop Positive Relationships:** *Tomás and the Library Lady.*

Grades 4-6

Ancona, George. ***The Golden Lion Tamarin Comes Home.*** **Macmillan, 1994. 40 pages** (ages 7-11)

Micos are small monkeys the size of squirrels native to the Brazilian rainforest, which is rapidly dwindling in size. This photodocumentary profiles the efforts of two conservationists to introduce captive-born micos into the wild and increase their numbers.

Bachrach, Susan D. ***Tell Them We Remember: The Story of the Holocaust.*** **Little, Brown, 1994. 109 pages** (age 9 and older)

Stories of 20 young people who were victims of the Nazis during the Holocaust are at the center of this compilation of materials from the United States Holocaust Musuem. Some of the children and young adults survived the Nazis, and some did not.

Bridges, Ruby. ***Through My Eyes.*** **Scholastic Press, 1999. 63 pages** (age 9 and older)

Ruby Bridges, who was six years old when she became the first African American to attend a previously all-white school in New Orleans in 1960, reflects in her own words on that remarkable year. This young girl at the heart of a fierce storm of protest was kept amazingly sheltered, but the terrible racism that surrounded her is stunningly clear in the photographs that accompany the moving text.

Bunting, Eve. ***Smoky Night.*** **Illustrated by David Diaz. Harcourt, Brace, 1994. 36 pages** (ages 6-10)

When rioting breaks out between African Americans and Korean Americans in an urban neighborhood, a young boy and his mother must flee their apartment building in a powerfully illustrated story addressing racial tensions and the very real fears of a small child.

Cone, Molly. ***Come Back, Salmon: How a Group of Dedicated Kids Adopted Pigeon Creek and Brought It Back to Life.*** **Photographs by Sidney Wheelwright. Sierra Club Books for Children, 1992. 48 pages** (ages 6-10)

A photodocumentary chronicling the efforts of students and staff at an elementary school in Everett, Washington, to embark on a stream restoration project that was integrated into many aspects of their curriculum.

Dolphin, Laurie. *Our Journey from Tibet: Based on a True Story.* Photographs by Nancy Jo Johnson. Dutton, 1997. 40 pages (ages 9-12)

A young girl describes the journey she and her brothers made from Tibet to the escape the oppressive Chinese rule in that country. They eventually arrive in Dharamsala, India, where a large Tibetan refugee community exists. Color photographs accompany the text.

EarthWorks Group. *50 Simple Things You Can Do to Save the Earth.* Illustrations by Michele Montez. Andrews & McMeel, 1990. 156 pages (age 7 and older)

A simple, practical guide describes everyday action kids can take, such as recycling, conserving water and energy, and other things to help protect animals and the earth itself. More suggestions are provided in the follow-up book, *The Next Step: 50 More Things You Can Do to Save the Earth.* (Andrews & McMeel, 1991)

Hoestlandt, Jo. *Star of Fear, Star of Hope.* Illustrations by Johanna Kang. Translated from the French by Mark Polizzotti. Walker, 1995. 32 pages (ages 7-10)

A somber picture story about the Holocaust is tempered for younger readers and told from the point of view of a non-Jewish child who has a hard time understanding the fear and injustice experienced by her best friend, who is Jewish, under the Nazi regime.

Hoose, Phillip. *It's Our World, Too: Stories of Young People Who Are Making a Difference.* Little, Brown, 1993. 166 pages (ages 8-14)

Profiles of 14 children and teenagers who have successfully taken a stand on issues such as racism, sexism, and the environment or who have undertaken projects to help others in their communities.

King, Casey, and Linda Barrett Osborne. *Oh, Freedom! Kids Talk about the Civil Rights Movement with the People Who Made It Happen.* Foreword by Rosa Parks. Knopf, 1997. 137 pages (ages 8-14)

Thirty-four middle school students conducted interviews with 34 adults who lived through the civil rights movement of the mid-20th Century. Some of them engaged in various forms of activism, others describe what life was like under segregation, and one is a former KKK member who describes his once-racist views. The child-centered questions of the interviewers make already important and intriguing information especially engaging.

Lewis, Barbara A. *The Kid's Guide to Social Action.* Revised edition. Free Spirit, 1998. 209 pages (age 9 and older)

A well-organized, accessible handbook for children and teens who want to get involved and make a difference either locally or globally; full of practical advice and resources, it includes brief information on real kids who have been successful agents of change.

Love, Ann, and Jane Drake. *Take Action: An Environment Book for Kids.* Illustrated by Pat Cupples. Tambourine Books, 1993. 96 pages (ages 7-11)

Facts about nature and the environment are integrated into suggested activities designed to help children understand environmental issues and discover ways they can make a difference in helping save the environment.

McKissack, Patricia C., and Fredrick L. McKissack. *Christmas in the Big House, Christmas in the Quarters.* Illustrated by John Thompson. Scholastic, 1994. 68 pages (ages 8-13)

A story set during the time of slavery in which the activities surrounding Christmas are presented from the point of view of members of the plantation family and of the slave community; provides a provocative look at the slave experience and how it was perceived so differently by those in bondage and those who "owned" them. This complex look at slavery also shines a light on how experience can make all the difference in how one perceives and understands events.

***On the Wings of Peace: Writers and Illustrators Speak Out for Peace in Memory of Hiroshima and Nagasaki.* Introduction by Sheila Hamanaka. Clarion, 1995. 144 pages** (age 8 and older)

Sixty authors and artists contributed to this anthology that is a stunning homage to peace by remembering, in part, the horror of war.

Springer, Jane. *Listen to Us: The World's Working Children.* Groundwood, 1998. 98 pages (age 9 and older)

Information is presented on countries around the world, including the United States, where children work and are often exploited. The book addresses reasons behind child labor and offers moving accounts of specific children.

Temple, Frances. *Grab Hands and Run.* Orchard, 1993. 165 pages (ages 10-14)

Two children flee El Salvador with their mother after their father disappears. The political situation in that country propels them on a journey through Central America, Mexico, and into the United States in a novel that examines issues of justice and human rights.

Temple, Frances. *Tonight, By Sea.* A Richard Jackson Book/Orchard, 1995. 152 pages (ages 10-14)

The plight of Haitian boat people is personalized in a novel about a young girl and her family who are preparing to leave the land and people they love and make a dangerous ocean journey because of the poverty and political oppression that characterized Haitia through much of the late 20th Century.

See also: Core Values: *Be a Friend; Dia's Story Cloth; Diving for the Moon; Heart of a Chief.* **Safe School Environment:** *Eagle Song; La Mariposa; Neve Shalom/Wahat Al-Salam.* **Family and Community:** *Bat 6, HIV Positive.* **Set High Expectations:** *Color of My Words.*

Grades 7-12

Anderson, Laurie Halse. *Speak.* Farrar, Straus and Giroux, 1999. 198 pages (age 14 and older)

A teenage girl begins her freshman year of high school as a social outcast after calling 911 to break up an end-of-summer party. What she hasn't told anyone is that she was raped by one of the students during the party, and over the course of the school year she becomes more and more withdrawn until a supportive teacher helps her find the means to express the trauma of what happened.

Carter, Jimmy. *Talking Peace: A Vision for the Next Generation.* Revised edition. Dutton, 1995. 206 pages (age 11 and older)

The former president succinctly explains the complexities of conflict between nations and peoples as well as the challenges world leaders face in reaching peaceful resolutions to global conflicts. Concerns for the environment, human rights, and basic human needs are part of the overall picture he presents.

Children's Express. *Voices from the Future: Our Children Tell Us About Violence in America.* Edited by Susan Goodwillie. Crown, 1993. 254 pages (age 14 and older)

Children and teenagers talk to their peers about lives at home, in shelters, and on the street in this compelling series of interviews with young people whose everyday lives are affected by—sometimes defined by—violence. They are survivors of abuse, neglect, racism, homophobia, and many other threats in a book that speaks with a sense of urgency.

Coman, Carolyn. *What Jamie Saw.* Front Street, 1995. 126 pages (ages 11-14)

Jamie, his mother, and his baby sister have just escaped his mother's abusive boyfriend, and his world still feels as uncertain as shaky ground. He and his family find support, in part, at his school from a caring teacher who won't let Jamie fall between the cracks.

Kuklin, Susan. *After a Suicide: Young People Speak Up.* Putnam, 1994. 121 pages (age 11 and older)

The suicide survivors profiled in this series of interviews include young people who are family members, friends, and schoolmates of someone who committed suicide as well as several individuals who attempted suicide themselves in a book aimed at encouraging young people to ask for help if they are feeling suicidal or are frightened for someone they know.

Kuklin, Susan. *Iqbal Masih and the Crusaders Against Child Slavery.* Henry Holt, 1998. 133 pages (ages 11-14)

Bonded child labor in southern Asia and efforts to end it are told through the story of one boy. Iqbal Masih was four years old when he was sold into bonded labor to help his family economically. He was freed at age 10 by Pakistani activists and became an activist against child bondage himself. Awarded the Reebok Human Rights Award at age 11, he came to the United States to accept the award and while here spoke to middle school students in several communities, spurring them to get involved. At age 12, he died under mysterious circumstances. A book about a human tragedy empowers young readers with ways that they can take action and make a difference.

Kuklin, Susan. *Irrepressible Spirit: Conversations with Human Rights Activists.* Putnam, 1996. 230 pages

Interviews with human rights activists working in many nations, including the United States, are at the center of this dynamic volume that also documents a range of human rights abuses and ways that young people can get involved. (Age 12 and older)

Kuklin, Susan. *What Do I Do Now? Talking about Teenage Pregnancy.* Putnam, 1991. 179 pages (age 12 and older)

Teen mothers speak about their lives and the challenges they face in a book that also introduces several individuals who work to educate and support young women who are pregnant or young parents.

Lester, Julius. ***From Slave Ship to Freedom Road.*** **Paintings by Rod Brown. Dial, 1998. 40 pages** (ages 11-15)

A compelling and provacative look at slavery begins with Rod Brown's painfully powerful paintings. Julius Lester's text is spurred by the artwork and includes direct challenges to young people using "imagination exercises" that asks them to consider the point of view of Blacks and whites at the time of slavery.

Levine, Ellen. ***Freedom's Children: Young Civil Rights Activists Tell Their Own Stories.*** **Putnam, 1993. 167 pages** (age 11 and older)

Invaluable firsthand insight into the tenor, events, and actions during the Civil Rights Movement, provided by 30 African American men and women who were children and teenagers at the time.

McKee, Tim. ***No More Strangers Now: Voices from a New South Africa.*** **Photographs by Anne Blackshaw. Foreword by Archbishop Desmond Tutu. A Melanie Kroupa Book/DK Ink, 1998. 107 pages** (ages 12-18)

Twelve South African teenagers from diverse racial backgrounds talk about their lives in pre- and post-apartheid South Africa. For some, the changes since the end of apartheid have been dramatic; others have seen little or no impact. All share hopes for a brighter future for themselves and their nation.

Myers, Walter Dean. ***Monster.*** **Illustrated by Christopher Myers. HarperCollins, 1999. 281 pages** (age 13 and older)

A 16-year-old African American boy is in jail while on trial as an accomplice in a robbery in which a storeowner was murdered. In a story told through the boy's journal, in which his fears are revealed, and through a screenplay he composes to document the trial and keep his fears at bay, the jury reaches a verdict. Ultimately readers must debate and decide for themselves whether he knowingly participated in a crime or was a kid caught in the middle of circumstances. Regardless, Myers's courageous text not only addresses the difficult decisions that many teens face but also the racism and prejudice of a legal system that too often assumes a young Black male is guilty.

Naidoo, Beverly. ***No Turning Back: A Novel of South Africa.*** **HarperCollins, 1997. 189 pages** (ages 12-15)

In post-apartheid South Africa life can still be cruel and dangerous for Black children. Sipho runs away from home to escape his stepfather's beatings and joins a gang of kids on the streets of Johannesburg to survive, all the while trying to build a new life in a nation where attitudes have not necessarily caught up to the laws.

Nye, Naomi Shihab, editor. ***The Space Between Our Footsteps: Poems and Paintings from the Middle East.*** **Simon & Schuster, 1998. 144 pages** (age 12 and older)

Writing in her introduction to this compelling collection of poetry and paintings that individuals in the Middle East and United States are hungry for "deeper than headline news" about one another, Naomi Shihab Nye brings poetic and artistic voices from that region to U.S. readers in a volume that underscores elements of the human conditions—hopes, fears, dreams, and desires—that all people share.

Nye, Naomi Shihab, compiler. ***This Same Sky: A Collection of Poems from Around the World.*** **FourWinds Press, 1992. 212 pages** (age 11 and older)

A volume of poetry from writers in nations other than the United States was conceived during the Gulf War, when Nye looked for poems from Iraq to take into classrooms to help students think about the human side of war. This groundbreaking anthology builds on that premise, with 129 poems that speak to a world comprised of people rather than nations.

Rabinovici, Schoschana. ***Thanks to My Mother.*** **Translated from the German by James Skofield. Dial, 1998. 248 pages** (age 13 and older)

A stark, striking holocaust memoir is characterized by searing, unforgettable images as the author describes the painful, terrifying ordeal she and her mother underwent throughout the war as victims—and ultimately survivors—of the Nazi's persecution of the Jews.

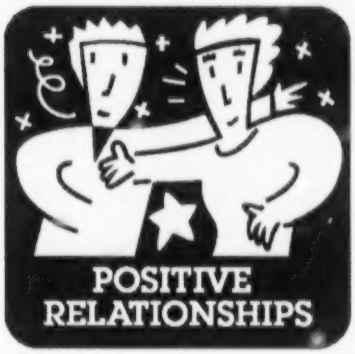
Walter, Virginia. ***Making Up Megaboy.*** **Graphics by Katrina Roeckelein. A Richard Jackson Book/DK Ink, 1998. 62 pages** (ages 11-16)

When a 13-year-old boy shoots and kills the owner of a liquor store in his neighborhood, no one can explain why he did it—not the witnesses, his classmates (who viewed him as strange), his family, or his best friend. But they all have something to say in a novel composed of brief statements by many individuals who thought they knew Robbie but in truth never did. The boy himself has nothing to say. Many dynamic visual elements in the graphic design of this book provide additional information but no easy, clear-cut answers.

Winick, Judd. ***Pedro and Me: Friendship, Loss, and What I Learned.*** **Henry Holt, 2000. 187 pages** (age 11 and older)

Using a graphic novel format, Judd Winick describes the dramatic changes in his life during and after he was a member of MTV's *Real World 3* TV cast, when he became close friends with Pedro Zamora, an HIV-positive gay man. Winick speaks openly and honestly about his initial discomfort and prejudices and his transformation from aspiring cartoonist to committed AIDS educator and activist.

See also: Core Values: *Am I Blue?; Cool Salsa; Habibi; Make Lemonade; Quilted Landscape; What Are You?* **Safe School Environment:** *The Circuit; Heart of a Chief; Like Sisters on the Homefront; Raven in a Dove House; Speaking Out.* **Family and Community:** *Earthshine.* **Develop Positive Relationships:** *I Hadn't Meant to Tell You This; Like Sisters on the Homefront.*



Develop Positive Relationships

The books in this section deal with challenges and benefits of forming friendships of all kinds. Examples of cross cultural, intergenerational, and family relationships abound.

Pre-K to Grade 3

Bauer, Marion Dane. *When I Go Camping with Grandma.* Bridgewater, 1995. 32 pages (ages 3-6)

A young girl and her grandmother share special time together on a camping trip for just the two of them.

Grimes, Nikki. *Meet Danitra Brown.* Illustrated by Floyd Cooper. Lothrop, Lee & Shepard, 1994. 32 pages (ages 5-8)

A celebration of friendship, this picture book volume of poetry describes the relationship between two young African American girls.

Mora, Pat. *Tomás and the Library Lady.* Illustrated by Raul Colón. Knopf, 1997. 32 pages (ages 5-8)

A young Latino boy, the child of migrant farmworkers, strikes up a special friendship with the librarian in the town where he and his family are spending the summer.

Pak, Soyung. *Dear Juno.* Illustrated by Susan Kathleen Hartung. Viking, 2000. 32 pages (ages 4-7)

A Korean American boy and his grandmother in Korea maintain a warm relationship through correspondence.

Perkins, Lynne Rae. *Home Lovely.* Greenwillow, 1995. 32 pages (ages 5-8)

Tiffany's efforts to beautify the trailer where she and her mother just moved are helped along by the mail carrier, who takes a special interest in Tiffany's work and helps her plant a garden.

Pirotta, Saviour. *Turtle Bay.* Illustrated by Nilesh Mistry. Farrar, Straus, and Giroux, 1997. 24 pages (ages 5-8)

Two young Japanese children develop a friendship with an old man who helps them learn about the environment by assisting him when baby turtles hatch.

Reiser, Lynn. *Margaret and Margarita/Margarita y Margaret.* Greenwillow, 1993. 32 pages (ages 4-7)

Margaret speaks only English. Margarita speaks only Spanish. But when the two girls meet for the first time in a park they find ways to communicate and play and soon are sharing each other's language.

Waboose, Jan Bourdeau. *Morning on the Lake.* Illustrated by Karen Reczuch. Kids Can Press, 1998. 32 pages (ages 5-8)

An Ojibway boy spends a day in the company of *Mishomis* (grandfather) and learns about aspects of his culture and heritage as they observe the natural world.

See also: Core Values: *Butterfly Boy,Crosby; Extraordinary Friends.* **Safe School Environment:** *Upside Down Boy; Wemberly Worried.* **Family and Community:** *Big Meeting; Tales of Trotter Street; Three Cheers for Catherine the Great; Who's Whose.* **Societal/Global Issues:** *Sitti's Secrets.* **Engage Students' Minds:** *Benito's Dream Bottle.*

Grades 4-6

Almond, David. *Skellig.* Delacorte, 1999. 182 pages (ages 9-13)

Michael finds a mysterious man taking refuge in his garage—a man with wings. Befriending Skellig, as the man calls himself, and the freespirited young girl next door who helps Michael view the world as a place full of possibilities, leads to amazing insights and turns of events as he deals with the tension and fear in his family surrounding the illness of his baby sister in this powerful, life-affirming story.

Curtis, Christopher Paul. *Bud, Not Buddy.* Delacorte, 1999. 245 pages (ages 8-13)

Orphaned Bud runs away from his latest foster family and sets off in search of his own family ties in a story set in Michigan during the Depression. The young African American boy is befriended by an older Black man who understands the dangers the boy faces and helps him find what he's looking for in a funny novel that deftly weaves social history into its plotline.

Cushman, Karen. *Matilda Bone.* Clarion, 2000. 167 pages (ages 9-13)

Self-righteous Matilda, who has lived the first 14 years of her life in a manor, is having a hard time adapting to her new life with Red Peg the Bonesetter, whose beliefs seem to be in conflict with everything Matilda was ever taught by the priest who helped raise her. But the tough, kind-hearted woman and her friends have much to teach Matilda about caring and compassion in the real world, as opposed to saintly ideals, in this novel set in a medieval English village. Cushman pairs another girl in medieval times with a woman whose influence on her life is lifechanging in *The Midwife's Apprentice* (Clarion, 1995).

Perkins, Lynne Rae. *All Alone in the Universe.* Greenwillow, 1999. 133 pages (ages 9-12)

When Debbie's best friend starts spending more time with another girl, Debbie is devastated. There is no one to blame in this book about growing apart, but as Debbie works through her feelings she eventually realizes that new friendships are waiting to be formed.

Sachar, Lous. *Holes.* Farrar, Straus and Giroux, 1998. 233 pages (ages 10-14)

A funny, satirical novel set in an over-the-top juvenile detention camp where teenager Stanley Yelnats has been sentenced, falsely accused and convicted of stealing a pair of sneakers. Stanley and the other boys are subject to the whims of the corrupt adults who run the camp, but the friendship Stanley forms with one of the other boys proves to have a deep and enduring power strong enough to make a difference in all of the teens' lives.

Walter, Mildred Pitts. ***Suitcase.*** **Illustrated by Teresa Flavin. Lothrop, Lee & Shepard, 1999. 107 pages** (ages 7-10)

Xander is so tall that everyone expects him to play basketball, but he isn't very good at the game. In addition to his family, two supportive adults in Xander's life, an art teacher who encourages his love of drawing and an activity leader at the neighborhood center who encourages him to try another sport, help this African American boy begin to feel more comfortable with who he is.

See also: Core Values: *Be a Friend; Bloomability; Crash; Diving for the Moon; The Friends; Surviving Brick Johnson.* **Safe School Environment:** *Eagle Song.* **Family and Community:** *Neve Shalom/Wahat Al-Salam.* **Societal/Global Issues:** *Oh, Freedom!*

Grades 7-12

Bauer, Joan. ***Rules of the Road.*** **Putnam, 1998. 201 pages** (ages 13-16)

Sixteen-year-old Jenna Boller is bright and witty but her self-esteem is rocky. When she is singled out by the aging owner of the shoe store chain for which she works as a sales clerk to act as chauffeur on a cross-country journey, Jenna must use everything she has ever learned about human nature to forge a relationship with the difficult and impressive older woman. In the process, Jenna forges a new understanding of her own strengths and character.

Mori, Kyoko. ***One Bird.*** **Henry Holt, 1995. 242 pages** (age 13 and older)

Fifteen-year-old Megumi feels unknown and unloved at home with her father and stepmother, but her friendship with an independent woman helps her see that her life is never without choices, and that she has the power to define the future in her own terms in this novel set in contemporary Japan.

Williams-Garcia, Rita. ***Like Sisters on the Homefront.*** **Lodestar, 1995. 165 pages** (ages 13-16)

Teenage mother Gayle has a lot of anger and resentment because her mother separated her from her boyfriend by sending her down south with her 7-month-old son to live with her aunt and uncle. But then she meets Great, her great-grandmother, who recognizes in this immature young African America woman so full of bravado and the need for belonging the next keeper of the family history. In that recognition Gayle begins to see herself with new eyes in this novel that also gives a stunningly realistic account of teenage sexuality.

Woodson, Jacqueline. ***I Hadn't Meant to Tell You This.*** **Delacorte, 1994. 115 pages** (ages 11-14)

Marie, who is middle class and Black, is at first irritated and eventually intrigued by Lena, a poor white girl who wants to be friends with her. Despite the unlikelihood of their friendship in a town where distinctions of race, and especially class, mean everything, the two girls form a deep friendship in which each finds respite from the troubles in her life and the space to hold on to her childhood a little while longer.

See also: Core Values: *Habibi; Make Lemonade; Parallel Journeys; True Believer.* **Safe School Environment:** *Skin I'm In.* **Family and Community:** *Earthshine; Seedfolks.* **Societal/Global Issues:** *Pedro and Me.*

Engage Students' Minds

The books throughout this bibliography are highly engaging titles that offer many opportunities for contemplation, discussion, and interaction with text and visual elements. The additional titles listed below are characterized by protagonists or subjects who demonstrate creativity and imagination in action or offer exceptional opportunities for inspiration or engagement with the text.

Pre-K to Grade 3

DeGross, Monalisa. *Donavan's Word Jar.* Illustrations by Cheryl Hanna. HarperCollins, 1994. 71 pages (ages 7-10)

Donavan collects new words like some kids collect trading cards. When his word jar, where he keeps each slip of paper on which the words he's collected are written and defined, gets full, he has a dilemma: what should he do with all of them? His search for a solution is at the center of a story featuring an African American child and family.

Jones, Bill T., and Susan Kuklin. *Dance.* Photographs by Susan Kuklin. Hyperion, 1998. 32 pages (ages 3-9)

Exquisite photographs of dancer Bill T. Jones accompany a poetic text that describes the physical, emotional, and intellectual aspects of dance in terms that young children will understand and respond to with movement of their own.

Hamanaka, Sheila. *I Look Like a Girl.* Morrow, 1999. 32 pages (ages 3-7)

"I look like a girl / but I'm really a tiger, with a rumble, a roar, and a leap!" The vivid imaginary play of several girls transforms them into various animals.

Lehn, Barbara. *What Is a Scientist?* Photographs by Carol Krauss. Millbrook, 1998. 32 pages (ages 4-7)

A deceptively simple text explores scientific discovery in terms perfectly suited for young children. Each two-page spread pairs an easily understood statement about what scientists do with a photograph of one or more children engaging in a child-centered activity that can be easily replicated.

Nye, Naomi Shihab. *Benito's Dream Bottle.* Illustrated by Yu Cha Pak. Simon & Schuster, 1995. 32 pages (ages 4-8)

Benito has it all figured out—dreams come from a dream bottle. "It's inside every body, between the stomach and the chest. At night, when we lie down, it pours the dreams into our head." When Benito finds out his grandmother doesn't dream, he lovingly guides her through memories and observations of the world around her so she can fill her dream bottle up. What's inside *your* dream bottle?

Grades 4-6

Adedjouma, Davida, editor. *The Palm of My Heart: Poetry by African American Children.* Illustrated by Gregory Christie. Introduction by Lucille Clifton. Lee & Low, 1996. 32 pages (ages 7-12)

African American children who participated in a poetry workshop led by Davida Adedjouma created powerful and poignant poems on what it means to be Black in a wonderful, affirming display of pride and creativity.

Browne, Anthony. *Voices in the Park.* DK Ink, 1998. 32 pages (ages 7-11)

The same events are recounted from four distinctive points of view—resulting in four distinctive interpretations—in this book featuring Browne's trademark: humanized gorilla characters. The book offers many intriguing visual details to discuss in addition to the thought-provoking premise of the text.

Cummings, Pat, and Linda Cummings, compilers. *Talking with Adventurers.* National Geographic Society, 1998. 95 pages (ages 8-14)

Following the format she established in her three *Talking with Artists* books that feature children's book illustrators (Bradbury, 1992; Simon & Schuster, 1995; Clarion, 1999), Pat Cummings here profiles 12 contemporary explorers, mostly scientists in various fields. Each answers the same series of questions about their work, lifting the veil of romanticism that often surrounds "exploration" but still providing a genuinely engaging portrait of the individuals and their work. Photographs of each subject as a child and at work as an adult accompany the profiles.

Glover, Savion, and Bruce Weber. *Savion: My Life in Tap.* Designed by Paula Kelly. Morrow/HarperCollins, 2000. 80 pages (ages 10-16)

Savion Glover, the African American tap dancer many young people will recognize from his regular appearances on *Sesame Street*, possesses a unique genius in the field of dance, one that pays homage to his cultural roots and the roots of dance but is always looking forward. In this dynamic volume, an energetic design, dual narratives—one by Savion commenting on his life and work and the other by Bruce Weber, who provides a more objective commentary on Savion's groundbreaking work and influence—and abundant photographs combine to create an exciting and inspiring volume.

Grades 7-12

Myers, Walter Dean. *Harlem: A Poem.* Illustrated by Christopher Myers. Scholastic, 1997. 32 pages (age 11 and older)

A riveting, richly textured poem traces the history of Harlem, inviting readers to dive deeply into the Black experience in the United States and providing many touchpoints for further exploration of, with many people, places, and events that are referenced.

Nye, Naomi Shihab, compiler. *What Have You Lost: Poems.* Photographs by Michael Nye. Greenwillow, 1999. 203 pages (age 12 and older)

The title of this dazzling poetry collection invites readers to contemplate their own lives and experiences, and many will want to respond by picking up paper and pen. The 125 poems offer many different perspectives on loss in many guises and are life-affirming in their collective power.

Sís, Peter. *Tibet: Through the Red Box.* Frances Foster Books/Farrar, Straus and Giroux, 1998. 52 pages (age 11 and older)

A unique artistic and literary journey that gracefully blurs the line between dream and reality is drawn from author/artist Peter Sís's own childhood in Prague, and the experiences of his father, a filmmaker who documented the road China was building into Tibet—a road that changed history. An explosion and rockslide trapped him in Tibet for more than a year during which his family knew nothing of his whereabouts. A mystical, complex, and deeply moving text with many intricate details to examine in its art as well as in the story itself.

Set High Expectations

Many outstanding biographies of noteworthy individuals and achievers have been published for children and young adults in recent years. A few of them are highlighted in this section. The chosen books place a particular emphasis on individuals working toward their dreams and goals, often battling racism, sexism, classism, and other challenges along the way. Regardless of the type of challenge these individuals faced, their stories have the power to inspire all children and young adults. A few works of fiction and profiles of contemporary individuals that focus on achievement, possibilities, and dreams are also included.

Pre-K to Grade 3

Adler, David A. ***America's Champion Swimmer,Gertrude Ederle.*** **Illustrated by Terry Widener. Gulliver Books/Harcourt, 2000. 32 pages** (ages 7-11)

A picture book biography of the extraordinary athlete focuses on her determination to be the first woman to successfully swim across the English Channel. She did, indeed, succeed, after an initial failed attempt.

Dwight, Laura. ***We Can Do It!*** **Checkerboard Press, 1992. 32 pages** (ages 3-6)

Captioned color photographs introduce five preschoolers with0 disabilities, each of who states things he or she likes to do in a positive, upbeat volume focusing on individual personalities and accomplishments.

Kunstadter, Maria A. ***Women Working A to Z.*** **Highsmith, 1994. 32 pages** (ages 4-8)

An alphabet book looks at women in both traditional and nontraditional roles. Real women are briefly profiled, and the brief text is accompanied by a photograph of each women as an adult, and as a child.

Martin, Jacqueline Briggs. ***Snowflake Bentley.*** **Illustrated by Mary Azarian. Houghton Mifflin, 1998. 32 pages** (ages 6-9)

Willie Bentley loved the beauty of nature and was especially fascinated by snowflakes. From the time he was 15, he began trying to capture what snowflakes looked like, eventually turning to photography. He experimented and constantly revised his process and became the first person to photograph crystals of snow despite the fact that those around him thought he was odd for his obsession. This picture-book biography about the passion and determination of a distinctive individual features a few of his groundbreaking photographs.

Miller, William. ***Zora Hurston and the Chinaberry Tree.*** **Illustrated by Cornelius Van Wright and Ying-Hwa Hu. Lee and Low, 1994. 32 pages** (ages 6-9)

A picture book based on the childhood of African American writer Zora Neale Hurston focuses on the influence of her mother, who told Zora that the world belonged to her, contrary to the messages she got from her father and society at large. Zora promises herself at an early age that she will live up to her mother's expectations.

Schotter, Roni. ***Dreamland.*** **Illustrated by Kevin Hawkes. Orchard, 1996. 32 pages** (ages 4-7)

Both Theo and his Uncle Gurney are dreamers, constantly drawing fantastic contraptions on paper rather than helping out as expected in Papa's tailor shop. When Uncle Gurney moves to California, he finds ways to turn his and Theo's dreams into reality. A picture book that is at once fantastical and a tribute to the spirit of creativity and the importance of following one's dreams.

Winter, Jeanette. ***My Name Is Georgia: A Portrait.*** **Silver Whistle/Harcourt Brace, 1998. 48 pages**

The individuality, spirit and determination of Georgia O'Keeffe is deftly captured in a picture book that shows how this artist saw herself as singular from the time she was a child and was determined as she grew to express her unique vision. (Ages 5-8)

See also: Core Values: *Uncle Jed's Barbership; Upside Down Boy.*

Grades 4-6

Atkins, Jeannine. ***Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists.*** **Illustrated by Paula Conner. Dawn, 2000. 63 pages** (ages 8-11)

Biographies of six women who, from the time they were young girls, were fascinated by the natural world and followed their passions into work as naturalists whether or not they had support from those around them. The women span four centuries. The late Frances Hamerstrom, an ornithologist who lived in Wisconsin, is one of the women profiled.

Duggleby, John. ***Story Painter: The Life of Jacob Lawrence.*** **Chronicle, 1998. 55 pages** (ages 9-14)

The African American artist who struggled for acceptance in a segregated society never strayed from his own artistic vision, one in which he was committed to creating paintings that spoke to his people's past and present.

Freedman, Russell. ***Eleanor Roosevelt: A Life of Discovery.*** **Clarion, 1993. 198 pages** (ages 9-14)

Freedman creates a compelling portrait of the life of the former first lady who emerged from a childhood of painful shyness and uncertainty to become a dynamic, confident, principled woman who constantly took on new challenges and helped shape a generation of U.S. politics.

Hansen, Joyce. ***Women of Hope: African Americans Who Made a Difference.*** **Scholastic, 1998. 32 pages** (ages 8-14)

Brief biographical essays about 12 African American women stress the challenges each faced and the barriers she broke down in her lifetime.

Joseph, Lynn. ***The Color of My Words.*** **Joanna Cotler/HarperCollins, 2000. 138 pages** (ages 10-13)

Ana Rosa lives in the Dominican Republic. She has a fierce desire to write, but not only is paper precious, but writing is something that many consider a dangerous thing to do. Lynn Joseph deftly weaves a multifaceted plot that includes political unrest and family secrets. At its heart is a stirring and powerful portrait of a child's hunger to express herself.

Littlechild, George. *This Land Is My Land.* Children's Book Press, 1993. 32 pages (ages 9-14)

In narratives accompanying 17 of his dazzling, thought-provoking paintings, Plains Cree artist George Littlechild explains the meaning and symbols found in his art, making the artistic process wholly accessible to children. He also chronicles, through autobiographical paintings and the accompanying narrative, his own life and the challenges and triumphs he faced as a Native American child in school and as a Native American adult in a book that also celebrates the relationship between individual, art, and culture.

Matthews, Tom L. *Light Shining Through the Mist: A Photobiography of Dian Fossey.* National Geographic, 1998. 64 pages (ages 11-14)

Dian Fossey's passion carried her all the way from Kentucky to the Virunga Mountains in central Africa, where, despite her lack of formal training, she began working with Dr. Louis Leakey studying gorillas. She eventually became one of the best-known experts on gorillas as well as one of the most passionate advocates on their behalf, an unpopular position that led to her untimely death.

Neuberger, Anne E. *The Girl-Son.* Carolrhoda, 1995. 131 pages (ages 9-13)

In Korea in the late 19th and early 20th Centuries, education was a priority for boys only. But Induk Pak's remarkable mother was determined that her daughter would be educated and did everything she could to ensure her daughter an independent life. A novel based on the life of Induk Pak based largely on her writings for adults.

Osofsky, Audrey. *Free to Dream, The Making of a Poet: Langston Hughes.* Lothrop, Lee & Shepard, 1996. 112 pages (ages 10-13)

A chronicle of the life of the African American poet who first rose to fame during the Harlem Renaissance but whose words endure today in poems that talk of high hopes and hard times for his people. Langston's childhood, adolescence, and young adulthood are all addressed with avid attention to the thoughts, feelings, and experiences that he wove into his writing.

See also: Safe School Environment: *Hooray for Diffendoofer Day!* **Engage Students' Minds:** *Talking with Adventurers*

Grades 7-12

Allen, Paula Gunn, and Patricia Clark Smith. *As Long as the Rivers Flow: The Stories of Nine Native Americans.* Scholastic, 1996. 328 pages (ages 11-14)

Native American leaders and achievers in politics, entertainment, athletics, and the arts are profiled in this volume featuring nine individuals who affirm American Indian accomplishments, traditions, and values.

Greenberg, Jan, and Sandra Jordan. *Chuck Close Up Close.* DK Ink, 1998. 48 pages (ages 10-14)

As a child, Chuck Close struggled in school. Learning disabilities that would not be diagnosed until he was an adult made academic work difficult. But Close loved to draw and paint, and it was through art that he found solace and self-confidence. A fascinating profile of this living artist is stimulating visually as well, with many reproductions of Close's intriguing work. Photographs of Close at work disclose what is revealed only near the end of the narrative: today Close works from a wheelchair. A rare illness in 1988 left him nearly paralyzed.

Macy, Sue. ***Winning Ways: A Photohistory of American Women in Sports.*** **Henry Holt, 1996. 217 pages** (age 11 and older)

Macy's comprehensive history traces women's participation in both recreational and organized sports from the corseted croquet players and adventurous bicyclists of the 19th Century to the many amateur, professional, and recreational pursuits of thousands of girls and women today. Throughout history, changes and advances in women's sports were accepted because there were women out there proving that they could engage in activities that many believed were unhealthy or impossible for them to do.

Martinez, Victor. ***Parrot in the Oven: mi vida.*** **Joanna Cotler/HarperCollins, 1996. 216 pages** (age 16 and older)

Manny is a bright teenager who has hopes for someday making it out of his neighborhood to a life beyond poverty, apathy, and violence. He faces many challenges both within his family and on the streets. The Mexican American teenager's observations of a life filled with fragile possibility are not without humor and hope in an intense and riveting novel.

McKissack, Patricia C., and Fredrick L. McKissack. ***Young, Black, and Determined: A Biography of Lorraine Hansberry.*** **Holiday House, 1998. 152 pages** (ages 11-15)

A compelling portrait of the playwright and activist who died far too young but left a legacy of art and ideas and possessed a passion for life that speaks directly to the young today. This uplifting text takes its cue from Hansberry herself, whose drive and determination to live her own dream and speak her own truth is inspirational.

Mohr, Nicholasa. ***Growing Up in the Sanctuary of My Imagination.*** **Julian Messner, 1994. 118 pages** (age 12 and older)

Author Nicholasa Mohr's autobiography details a childhood in the embrace of a warm family but clouded by the educational system and broader society, both of which constantly discounted her because of her Puerto Rican heritage.

Namioka, Lensey. ***Ties That Bind, Ties That Break.*** **Delacorte, 1999. 154 pages** (age 12 and older)

Alin is born to an upper class Chinese family, where the tradition of binding young girls' feet is still practiced. Not yet five-years-old, Alin knows that having her feet bound will restrict her mobility, and she resists. Her father supports her desire to remain unbound, but the consequences, as Alin and readers discover, are potentially devastating. She is no longer considered marriageable as she grows, and her own family will not provide economic support. But the same spirit that Alin possessed at age five is what sustains her and enables her to create her own future in a novel that is set in the early part of this century but portrays timeless determination.

Schwager, Tina, and Michele Schuerger. ***Gutsy Girls: Young Women Who Dare.*** **Free Spirit, 1999. 261 pages** (ages 9-16)

Biographical accounts of 25 contemporary teenagers and young adults who have followed their dreams.

See also: Core Values: *Make Lemonade; True Believer.* **Safe School Environment:** *Crashboomlove; Circuit; Skin I'm In.*

Sample Teaching-Learning Strategies

Introduction

Teachers need to consider not only what they expect students to learn, but also how they expect them to learn it. Subject matter and learning activities are only part of the total picture of learning. Teachers must also consider their own actions. What should be done to involve students most effectively in the subject matter and learning activities to help them develop standards of the heart needed for self-directed continued learning?[1]

This section deals with several precisely defined and carefully thought-through teaching-learning strategies applicable in different contexts.[2] Teaching-learning strategies are combinations of specific procedures that are grouped and ordered in a definite sequence to involve students in the material at hand. Whereas learning activities represent what students do or the actions in which they engage, teaching refers to the actions teachers take to involve students in activities that help them learn.

The essence of an effective teaching-learning strategy lies in the focus questions teachers ask and the types of learning such questions encourage. Each question sequence below is designed to engage students in reading (listening or viewing) and to develop thinking and valuing skills in response to the literature read, listened to, or viewed.

The strategies discussed in this section are organized using different patterns of ideas and activities to accommodate individual differences in learning needs and interests. For example, the strategies are organized

- using inductive or deductive question sequences;
- moving from simple ideas to greater complexity and integration of ideas;
- starting with an impersonal focus and moving to integrate personal experience, or vice versa; and
- making familiar ideas and experiences strange and the strange familiar.

By addressing individual differences in learning needs, students are more likely to take responsibility for their own learning, to grasp large concepts and connecting ideas that spiral through the literature they are reading, and to link new experiences with previous learning and everyday life (American Psychological Association, 1993).

Each strategy consists of an outline of the general strategy and illustrative examples that focus on one or more standards of the heart used to categorize the children's literature in Section II.

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[1] The material contained in Section III draws heavily upon the new guide, *Curriculum Planning in Family and Consumer Education*. Madison: Wisconsin Department of Public Instruction, 2001. For more information, contact Sharon Strom, Consultant-FCE, 608/267-9088 or sharon.strom@dpi.state.wi.us. References available upon request.

[2] Two additional sources of information on literature-based instruction, including numerous teaching-learning strategies are: Doug Buehl, DeAn M. Krey, *Classroom Strategies for Interactive Learning*,. Newark, Delaware: International Reading Association, 2001, and *Children's Literature in Social Studies*, Washington, D.C.: National Council for the Social Studies, 1998.

Teaching-Learning Strategy:

Identify Core Values

General Strategy

Once students have read the story (listened to an audiotape or viewed a film, video, or play), they address the following questions in small groups or as a class. The teacher probes for understanding and guides students' discovery of key concepts.

Identify Core Values

Teacher Prompts	Student Actions	Follow-Through
A.1 What did the key figures/characters do?	Describes behavior	See that the description is complete and accurate
B.1 What do you think their reasons were for doing what they did?	States inferences as reasons	Accept; seek clarification as needed
B.2 What do these reasons tell you about what is important to them?	States inferences regarding values	Restate or ask additional questions to ensure students focus on values
Teacher note: Repeat the focus questions in B for each group or person previously studied whose values are being analyzed.		
C.1 If you did (teacher specifies similar situations), what would you do? For example: If you accidentally tore a page in someone else's book, what would you do? Why?	States behavior and gives explanation	Accept; seek clarification as needed
C.2 What does this show you about what you think is important?	States inferences about own values	Accept; seek clarification as needed
Teacher note: Repeat the focus questions in C in order to hear from several students		
D.1 What differences do you see in what all these people think is important? What similarities?	Makes comparisons	Ensure that all values identified are compared

Illustrative Examples

Use thought provoking stories from Section II that contain value implications. Ask students to consider and write about the value implications contained in the story.

Example 1: Draw implications from a story about friendship and *development of positive relationships.*

1. What does "friendship" mean to you?
2. Did you choose your friends or did they get to be your friends by accident?

3. In what ways do you have friendship?
4. How important do you think it is to develop and maintain friendships?
5. If you plan to make changes, please indicate what changes you will make?

Example 2: *Engage students' minds* by analyzing a problem-oriented story about *societal/global issues*.

1. What does the author say about the cause(s) of loneliness? What does the author suggest is the "cure"?
2. What is the author for and against? What assumptions are being made?
3. Who might be concerned about the problems mentioned in the story?
4. Have you had any experiences like this?
5. Are there any things you are working to change, set right, or improve? Discuss briefly.

Teaching-Learning Strategy:

Explore Value Conflicts

General Strategy

Once students have read a story (listened to an audiotape or viewed a film, video, or play) that poses conflicting values and depicts individuals in an uncomfortable situation, they address the following questions:

Explore Value Conflicts

Teacher Prompts	Student Actions	Follow-Through
A.1 What is the story about? What happened in the story? What did the key figure/character do?	Describes events	Ensure all events identified; seek agreement; if not possible, a clear statement of differences in perception of what occurred
A.2 What different things might key individuals do? What alternatives are open to them in this situation?	Suggests alternatives open to central figure/character	Ensure all alternatives open to central figure(s) are identified
A.3 What might happen to them if they do each of these things? What might happen to other people?	Suggests consequences of each alternative to various people involved	Encourage exploration of possible consequences to all persons involved
A.4 What do you think the central figure should do? Why?	Makes value judgment; gives reasons for choosing particular course of action	Accept; seek clarification as needed
Teacher note: Before moving on to B.1, explore the focus questions in A.4 in considerable depth. Repeat the questions in A.4 several times to obtain a variety of responses.		
B.1 Has anything like this ever happened to you?	Relates similar event in one's own life	Provide support as needed
B.2 What did you do?	Relates to recalled behavior	Clarify as needed
B.3 As you think back now, was that a good or bad thing to do?	Judges past actions	Encourage self-evaluation; discourage others from entering the initial discussion
C.1 Why do you think so?	States reasons	Accept reasons; clarify criteria or values used in judging past actions
C.2 What else could you have done?	Offers alternative behavior	Accept; assist with identification of inconsistencies as needed How does that agree with the reasons you gave earlier?
Teacher note: Repeat these focus questions in sequence several times to obtain a variety of inferences and personal experiences		

Illustrative Example

Engage students' minds by using stories from Section II that pose conflicting values or situations in which individuals are faced with a choice between two or more conflicting alternatives. Ask students to consider and write about the consequences of these alternatives and give reasons to support judgments about which alternative should be pursued.

Berenstain Bears Get the Gimmies.[1] In the following example, a popular children's story, *Berenstain Bears Get the Gimmies*, is used to explore conflicting *values* about family expectations and to *address societal issues*.

Teacher Background. When consumers think critically about what action to take, they can help make larger institutions in society responsive to the real needs and goals of the family. Consumers take intelligent and socially responsible action, for example, when they

- make best use of economic resources;
- use purchasing power to accomplish valued ends (for example, by influencing business investment and practices or government purchases and investments);
- inform others of existing conditions basic values are not being served or policies are not in the consumers' best interest (for example, making concerns known to elected representatives and public officials or to business/industry representatives);
- vote to change economic conditions; and
- actively work with others to improve economic conditions.

Consumers fail to act responsibly when they make unintelligent, socially irresponsible consumer choices. Some examples are:

- using the power to consume in a way that perpetuates "affluenza" and emphasizes materialism and consumerism;
- using undesirable consumer practices, such as being wasteful of resources;
- failing to take care of things;
- buying products that are never used;
- showing indifference to unethical business practices (for example, tolerance of advertising and shoddy business practices); and/or
- acting unethically (for example, dishonest consumer practices, such as shoplifting, increase the cost of goods and services and discourage small businesses).

Ask your library media specialist to obtain a copy of the book, *The Berenstain Bears Get the Gimmies* by Stan and Jan Berenstain (New York: Random House, 1988). You might want to locate a copy of the video as well.

Reading *Berenstain Bears Get the Gimmies*. Introduce the activity with a brief summary: for example, we've been exploring how choices and actions of business, government, and consumers affect the use of economic resources and how these activities, in turn, affect the family and society. Next let's consider the following question: What happens when consumers fail to accomplish family

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[1] Excerpted from *Consumer Economics: A Teacher's Guide* (2001, in process) by Professor Cheryl Fedje, (Project Director) UW-Stevens Point, in conjunction with the following teacher-leaders: Christine Fabian, Mary Hansen, Karla Hobson, Denise Killian, Marilyn Knutsen, Ann Massey, Julie Rodger, Jean Sherman, Dori Vollmer, Areatha Wells, Diane Williams, and Anna Winkfield. For more information, contact Sharon Strom, project consultant, 608/267-9088 or sharon.strom@dpi.state.wi.us.

goals because they make unintelligent, socially irresponsible consumer choices? The children's book, *Berenstain Bears Get the Gimmies* will help us make sense of this idea.

Ask students to read the first half of the children's book from the beginning of the book to the page ending, "The cubs knew this wasn't the time to argue. They scurried up the stairs and into their rooms." Using Part IA of the Think Sheet in Support Material 1. 16 below, have them describe how the bears acted as consumers in the first half of the story. Then have students finish reading the story and complete Part IB of the Think Sheet. Discuss the behaviors identified in parts IA and B. Before completing Part II, use these focus questions to help students identify different perspectives in the story: What different perspectives are represented in the story? What do these perspectives have in common? What do Mama and Papa Bear want? What do the cubs want? What do Gran and Gramps want? What conflicts exist between perspectives each see as right? What could be done to reduce or eliminate these conflicts?

Explain Part II of the Think Sheet and ask students to develop a continuum of consumer behaviors depicted in the story.

Teacher Note: You might want students to work in small groups and display their continuums on newsprint around the room. If so, ask them to examine each display for similarities and differences. Then develop a shared continuum, one that the entire class can agree upon. An opportunity is provided later in the module to re-examine the continuums in greater depth. Before distributing the Think Sheet, be sure to remove the sample student responses that are included for teacher use in parts IA and IB.

In a large group, use these focus questions to help students summarize what they have learned:
- What are some factors or conditions that determine how consumers act?
- Where might these consumer actions fall on the continuum (provide a couple of new examples)?
- What might be the consequences to individuals, family, and society if consumers repeatedly exhibit behaviors on the left side of the continuum?

***Berenstain Bears Get The Gimmies* Think Sheet** **Support Material 1.16**

Part I: Describe how the bears acted as consumers

A. First half of the story:
■ Whining to get candy
■ Giving in to bear cub wishes and wants
■ Begging to have everything bear cubs see
■ Spending money to end embarrassing behavior
■ Being manipulated by cubs' behaviors and vendors
■ Using unexamined cliches such as "cubs will be cubs "
■ Throwing tantrums
■ Yelling and "preaching " to cubs
■ Thinking only about things, not people
B. Last half of the story:
■ Reflecting on past experiences
■ Dialoguing with others regarding problems
■ Examining underlying causes or reasons that explain actions and behaviors
■ Exploring options and alternatives

Part II: After examining the bears' actions as consumers, respond to the following questions:

1. What label could be used to describe each set of consumer actions contained in Boxes A and B?

   A. First half of the story?

   B. Second half of the story?

2. In the space below, make a continuum with the labels on each end. Identify and label two to three points along the continuum.

Teaching-Learning Strategy:

Explore Feelings and Develop Empathy

General Strategy

Once students have read (listened to an audio-tape or viewed a film, video, or play of) a powerful, moving story in which the characters express feelings and show their emotions about other people, events, or ideas, ask them to address these focus questions:

Explore Feelings and Develop Empathy

Teacher Prompts	Student Actions	Follow-Through
A.1 What is the story about? What happened in the story?	Restates facts	Ensure that all facts are identified and agreed upon; ask students to postpone making inferences
A.2 Why do you think people sometimes do things like this?	Explains	Seek clarification as needed
A.3 How do you think (name key figure/character) felt?	Makes inferences about feelings	Accept inferences
A.4 Why do you think the character felt this way?	Explains	Seek clarification as needed
Teacher note: Omit focus questions from this sequence that students address spontaneously.		

B.1 Who has a different idea about how the character felt? Why?	Makes alternative inferences and explanations	Seek different perspectives and explanations
B.2 How did other characters in the situation feel?	Makes inferences about feelings	Seek clarification as needed; encourage consideration of how others in the situation felt
Teacher note: Repeat these focus questions several times to obtain a variety of inferences and personal experiences.		

C.1 Has anything like this ever happened to you?	Relates similar event in one's own life	Insure description of events
C.2 How did you feel? Why?	Describes feelings; may re-experience emotions; offers explanation; attempts to relate feelings to events recalled	Seek clarification as needed; provide support if needed; ask additional questions to get beyond surface or superficial explanations
Teacher note: If students have difficulty sharing personal examples, rephrase questions in less personal ways. For example, If this happened to you, how do you think you would feel? Has anything like this happened to someone you know? Has this ever happened to characters in a story you've read? As appropriate, describe a similar event in your own life.		

D.1 After reading a story like this and talking about it, what can you say about people and how they feel in situations like this?	Gives generalization	Encourage a variety of generalizations and seek clarification as needed

Illustrative Example

Section II is full of multicultural stories in which characters express feelings and show their emotions about other people, events, or ideas. These stories can help students develop empathy (that is, discover their own and others' feelings, values, and sensitivities and the characteristics of safe environments).

Celebrate Diversity of Family and Community[4]

This activity uses multicultural stories to *engage students' minds*, more specifically, to check reliability of sources of information about historical and cultural context. Students examine how parents and children affect one another's development, in addition to influencing and being influenced by their sociocultural contexts (*safe environments*).

Teacher Background. To address parent-child relations concerns, family members must deal with their developmental differences. The concept of human development is the total process by which individuals adapt to the environment throughout a lifetime. Growing, maturing, and learning are all aspects of development. Human development is ongoing, cyclical, and multidirectional. Children and adults continue to develop throughout life. Parents and children influence each other's development. Historical, social, cultural, and physical contexts profoundly affect human development. Observations that are valid in one context may not be valid in another. For example, although some concepts have applicability across cultures, meaning varies with the cultural context. Each person's history affects the extent and rate of development.

Families must continually search for current, reliable information about human development to address concerns about parent-child relations. Reliable information helps families:

- understand the challenges, tasks, and developmental needs family members face,
- understand developmental differences,
- foster development that meets one's own life challenges and provides support and challenges for others, and
- work cooperatively within the family to support the development of all members.

Particular models of development should not be applied in rigid, prescriptive ways. Rather they should be used as frameworks for analyzing one's own and others' frames of reference and resolving conflicts that arise as a result of family members' different levels of development. Some questions related to judging the reliability of a source of information might include:

- What is the author's area of expertise and experience?
- Does the source agree with other sources on this topic?
- Did the author use established procedures to research the topic?
- Does the author give reasons to support stated assertions?
- What recommendations does the author make?
- Is there reason to doubt this source?
- Does the author have anything to gain by supporting the viewpoint contained in the source?
- Who published or sponsored the source? Why did they publish or sponsor it?

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[4] Excerpted from *Parents and Children: A Teacher's Guide*, Madison: Wisconsin Department of Public Instruction, 2001, by Professor Karen Zimmerman (Project Director), UW-Stout, and FCE teacher-leaders. For more information, contact Sharon Strom, project consultant, 608/267-9088 or sharon.strom@dpi.state.wi.us.

Many suggestions of multicultural picture books can be found in Section II of this guide. Module B.12 of the *Parents and Children* guide contains additional suggestions. These suggestions are not meant to be all-inclusive, rather they provide suggestions if students are having trouble finding a title. You should read the books before recommending them, because some of the books in Section II may be controversial in your community. For more information on teaching controversial issues, refer to the appendix of this book or to *Battling Dragons: Issues and Controversy in Children 's Literature*, Portsmouth, NH: Heinemann, 1995 (edited by Susan Lehr). For additional information on teaching with picture books, see "Whistles, Cheers, and Celebrations," *Think*, Vol. 8, October 1997, pp. 23-33 (by Jerry Flack).

The following learning experience is an opportunity for connecting the curriculum and collaborating with other teachers and school personnel. For example, the school counselor could relate this activity to the developmental guidance competencies. The school library media specialist could show students where they can find information in the library about their authors. You could consult with the social studies and foreign language teachers about where students can find information on different cultures or with English/language arts teachers on sources of multicultural children's literature. Another possibility is to create joint units with the English/language arts, foreign language, health education, or social studies teachers that would be taught simultaneously across all subjects. This would provide a way to check the extent to which students connect what they are learning in your class with what they are learning in other subjects.

Reading multicultural children's literature. Prior to selecting and reading a multicultural book, review previous course work. Use the following questions to help students summarize what they learned about the development of people across the life cycle from *Love You Forever*, Willowdale, Ont.: Firefly Books, 1986 (by Robert Munsch):

- Whose development did the story describe?
- What role did the mother play in the development of her son?
- What role did the son play in the development of his mother?
- In what way does the development cycle back to its beginning?
- In what ways was the development of the characters influenced by when and where they were born and raised?
- What valued ends or goals do you think are important regarding the development of people?

Next have students work in pairs to select a multicultural book. A multicultural book can be about a different culture within or outside of the United States (for example, African American families or Japanese families) as well as about parents and/or children with disabilities, from homeless families, and who are illiterate.

After selecting their books, each pair should research the author and the culture being portrayed in the book. Then the students can examine the book's cover, side flaps, title page, and preface, looking for information on the developmental level of the book 's audience, the developmental levels of the characters in the book, and the reliability or credibility of the author. Have each pair jot down the answers to the following questions about their book:

- At what age level is this book targeted?
- What are the developmental characteristics of this age level?
- At what developmental stages are the characters in the book?
- Do the developmental stages in the book seem different from those in *Love You Forever*? Why or why not?
- How does culture seem to influence the development of the characters?

- Does the author accurately depict the culture?
- What qualifications does the author have to be writing about this culture?
- Does the source agree with other sources on this topic?
- Does the author have anything to gain by supporting the viewpoint contained in the book?
- Who published the book? Why do you think they published it?

As a class, discuss what students learned about the relationship of culture and human development. Then discuss the steps the students took in determining the reliability of these sources of information.

Teaching-Learning Strategy:

Examine Cultural Norms

General Strategy

Once students have read a story (listened to an audiotape or viewed a film, video, or play), probe student understanding and guide discovery of key concepts using the focus questions in phase 1-3:

Examine Cultural Norms[5]

Teacher Prompts	Student Actions	Follow-Through
Phase 1: Scrutiny		
What did you see, notice, hear, read, or find out about the story?	Observes and reports	Make sure items are accessible to each student
What differences did you see in the figures/characters?	Compares and contrasts	Encourage many replies; clarify meaning
What happened in the story?	Describes in detail	Probe for details, prize microscopic attention to detail
Why do you think this happened?	Explains	Accept; seek clarification as needed
What can you tell us about these data?	Writes a detailed rendition	Encourage a variety of generalizations
Phase 2: Contextual Analysis		
How does the figure/character in the story relate to its immediate setting? Global space? Present and future time?	Analyzes the historical, social-cultural, and personal context of the figures/characters under scrutiny; states relationships	Seek clarification; probe understanding
What does this suggest to you about the norms depicted in the story?	Generalizes	Accept; seek clarification as needed
Why?	Explains	Encourage alternative explanations
What are the human consequences of these norms?	Predicts; states inferences	Encourage alternative inferences
What does this tell you about....?	Generalizes	Encourage a variety of generalizations
Phase 3 - Reconstruction or invention		
What are some other ways to tell this story?	Create a new story that resolves its problematic features	Encourage alternatives

[5] For a more detailed description and lots of classroom examples and student work, see Ira Shor, *Critical Teaching and Everyday Life*, Boston: South End Press, 1987.

Illustrative Example

Selections with cultural content in Section II provide rich sources for *engaging students minds* and *identifying core values*.

Analyzing *Tootle*[6] applies the learning principle of making ideas and experiences strange and the strange familiar. Popular children's books have a story to tell, but they also reveal a lot about our *families and communities*. Analysis of this book provides the basis for developing concepts in the family and technology content area and helps students examine cultural norms, assumptions, and myths.

Teacher background. The empowered family can become more proactive at influencing technology by

- developing a heightened awareness of issues related to technology,
- considering alternative valued ends regarding family and technology,
- interpreting the context in which problems related to technology are embedded,
- posing questions about the meaning and use of technology in everyday life,
- exploring alternative actions open in situations involving technology,
- choosing an action consistent with valued ends,
- reflecting on one's own habits of thinking about technology, and
- communicating with others about these issues.

Ask your library media specialist to obtain a copy of *Tootle* by Gertrude Crampton (Racine, Wisconsin: Western, 1945). The following critique is excellent background reading: Nicholas C. Burbules, "Tootle: A Parable of Schooling and Destiny," H*arvard Educational Review* 56(3), 1986. The article also contains a copy of the book without illustrations.

Tootle's Career Dilemma. Tell the students that you are going to read the picture book *Tootle* by Gertrude Crampton, aloud to the class. Ask them to sit on the floor around you as if they were in preschool or kindergarten. Hold the book so they can see the pictures as you read the text. Caution them that the story is exaggerated so young children can understand it. Be sure students have a chance to examine the text and illustrations so they can see why it has been popular for so long.

Form several small groups. Ask them to identify a facilitator, recorder, and presenter. Assign each group one of the following questions:

- What issues about technology did Tootle confront?
- What was important to Tootle during the story? At the conclusion? What was Tootle's valued end (and that doesn't include the caboose)?
- What circumstances affected Tootle?
- What assumptions were made in the story and by whom? What myths are evident in the story?
- What questions were posed during the story?

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[6] Excerpted from *Family and Technology: A Teacher's Guide* (2001, in process) Laurie Hittman (Project Director) and FCE teacher-leaders. Sue Selbin coordinated recent revisions by Beverly Johnson, Mary Kokan, Maxine Miller, Pat Thorsbakkan, and Joanne Twidt. For more information, contact Sharon Strom, project consultant, 608/267-9088 or sharon.strom@dpi.state.wi.us.

Ask each small group to share its findings. Other students should take notes during each small group report on Part I of Support Material D.20. When the groups have finished, check to see whether students have any questions or additions that will round out their notes.

Ask students to complete questions 5-8 of Part II independently. Use these responses for formative assessment purposes.

As a large group, have the students discuss some features of childhood, adulthood, schooling, and work that are depicted in the story (see the ideas developed in the critique). To summarize this experience, ask them to draw conclusions about the moral of the story.

Tootle's Career Dilemma **Support Material D.20**

Part I

1. What issues about technology did Tootle confront?

2a. What was important to Tootle during the story? At the conclusion?

2b. What was Tootle's valued end (and that doesn't include a caboose)?

3a. What circumstances affected Tootle?

3b. What assumptions were made in the story and by whom?

3c . What myths are evident in the story?

4a. What questions were posed during the story?

4b. Pose a question that should be asked about the meaning of life and the use of technology.

Part II

5. What are some alternative actions Tootle could have taken?

Other actions Tootle could have taken	Valued end
1. Talking to Bill about the rules	1. Autonomy or freedom

6. If you were Tootle, would your thinking about technology lead you "down the track" or "into the meadow"? Explain your response.

7. Is Tootle proactive or reactive in his judgment?

8a. What can be learned about technology from this story?

8b. What is the moral of this story?

Appendix A:
The Importance of a District Selection Policy[7]

Each school district should have a written selection policy that staff members use when selecting instructional materials. This policy should also apply to the selection of library materials for individual student use. The policy should include guidelines for recommendations to be made through shared decision making of professionally trained staff and identify selection criteria to be used, such as:

- overall purpose
- relationship to total curriculum
- timelines and/or lasting value
- quality of the writing or production
- merit of the author/artist/composer/producer
- format

As noted in the Wisconsin Department of Public Instruction's publication *Dealing with Censorship and Selection: A Handbook for Wisconsin Schools and Libraries*, "Good policies and procedures are based upon philosophical positions that can be clearly articulated. Policies and procedures which deal with resource selection and reconsideration are grounded in the United States Bill of Rights, the belief that democracy requires a free exchange of ideas and the belief that public education should provide an atmosphere rich in resources in which open investigation, discussion, and exploration of ideas can occur" (p. 3).

The district selection policy must reflect and support these ideals. *Dealing with Censorship and Selection* states, "Teachers, librarians and school officials must be free to select materials appropriate to the levels of their students and to the curriculum of their schools and encourage students to identify appropriate and varied sources of knowledge. Students must be free to inquire and to express their judgments, be free to express themselves intellectually, aesthetically, and personally; learn to respect views that differ from their own; and be aware of the responsibilities as well as the rights of citizenship. Public classrooms are forums for ideas and inquiry and for artistic and intellectual expression. As such, they must be places free of undue pressures for a single-minded orthodoxy" (pp. 4-5).

No selection policy can guarantee that materials will be free of challenge, but a well-developed policy does increase the chance that decisions are carefully thought out and defensible in the event of a challenge. All selection policies should include a carefully developed procedure for reconsideration of materials that are questioned or challenged. The procedure should include several levels of appeal, ensuring that petitioners may express their views with minimum disruption to the educational program.

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[7] Excerpted from *Planning Curriculum in English Language Arts*. Madison: Wisconsin Department of Public Instruction, 2001, pp. 53-54.

Appendix B:
Annual List of Children's and Young Adult's Literature: Awards and Distinctions[8]

There are many annual awards and distinguished lists that acknowledge excellence in publishing for the young. These various perspectives on excellence can be an important and helpful resources for identifying books to use with children and young adults. An award is given to a single book, though there may also be honor books or commended titles in conjunction with an award. A distinguished list, such as the many "best of the year" lists put out by various organizations, recognizes multiple titles.

The list below is by no means an exhaustive catalog of every children's and young adult literature award or distinguished list. It does identify many of the major awards and distinctions along with the body providing oversight for each and, when possible, where a list of the award-winners or distinguished books can be obtained.

Awards

Jane Addams Children's Book Award: Children's Books That Build for Peace: given to the children's book of the year that most effectively promotes the cause of peace, social justice, and world community. (Women's International League for Peace & Freedom and Jane Addams Peace Association. Announced each September. List of winners is available at www.education.wisc.edu/ccbc/public/jaddams.htm)

African Studies Association Children's Book Award: for the best children's book each year about Africa. (Outreach Studies Council of the African Studies Association. Announced each spring.)

Américas Children's and Young Adult Literature Awards/Commended List: for outstanding depiction of Latin America or Latinos living in the United States. (Consortium of Latin American Studies Programs Committee on Teaching and Outreach. Announced each spring. The annual award and commended list is available at www.uwm.edu/Dept/CLA/outreach_americas.html)

Batchelder Award: given to the publisher of the outstanding translated book of the year for children through age 14. (American Library Association, Association for Library Services to Children. Announced each January or February. List of winners and honor books available at www.ala.org/alsc/batch.html)

Boston Globe/Horn Book Award: given for outstanding writing and outstanding illustration. (*Boston Globe* newspaper and *Horn Book* magazine. Announced each August. List of winners available at www.education.wisc.edu/ccbc/public/bostongl.htm)

Caldecott Award: for the most distinguished illustration in a picture book for children through age 14. (American Library Association, Association for Library Services to Children. Announced each January or February. List of winners and honor books available at www.ala.org/alsc/caldecott.html)

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[8] Excerpted from *Planning Curriculum in English Language Arts*. Madison: Wisconsin Department of Public Instruction, 2001, pp. 384-386.

Carter G. Woodson Book Award: for the most distinguished social science book depicting ethnicity in the United States. (National Council for the Social Studies. Announced each November. List of winners available at www.socialstudies.org/awards/writing.html#woodson)

Charlotte Zolotow Award: for outstanding writing in a picture book for children from birth through age seven. (Cooperative Children's Book Center of the School of Education, University of Wisconsin-Madison. Announced each December or January. List of winners, honor books, and highly commended books available at www.education.wisc.edu/ccbc/zolotow.htm)

Coretta Scott King Award: for outstanding writing by an African-American author and for outstanding illustration by an African-American artist. (American Library Association/Social Responsibilities Roundtable/Coretta Scott King Award Task Force. Announced each January or February. List of winners and honor books available at www.ala.org/srrt/csking/cskawin.html)

Newbery Award: for the most distinguished writing in a book for children through age 14. (American Library Association, Association for Library Services to Children. Announced each January or February. List of winners and honor books available at www.ala.org/alsc/newbery.html)

Michael L. Printz Award: for the book that exemplifies literary excellence in young adult literature. (American Library Association, Young Adult Library Services Association. First awarded in 2000. Announced each January or February. List of winners and honor books available at www.ala.org/yalso/printz/index.html)

Pura Belpré Award: for outstanding writing by a Latino author and outstanding illustration by a Latino artist. (American Library Association/National Association to Promote Library Services to the Spanish Speaking and the Association for Library Services to Children). Given every other year in January or February. List of winners and honor books available at www.ala.org/alsc/belpre.html)

Tomás Rivera Mexican American Children's Book Award: to the author/illustrator of the most distinguished book for children and young adults that authentically reflects the lives and experiences of Mexican Americans in the Southwestern United States. (Southwest Texas State University. Given annually. List of winners and nominated titles available at http://www.schooledu.swt.edu/Rivera/Mainpage.html)

Distinguished Lists

Best Books for Young Adults (American Library Association, Young Adult Library Services Association. New list is out each January or February. Current year's list available at www.ala.org/yalsa/booklists/)

Quick Picks: Recommended Books for Reluctant Young Adult Readers (American Library Association, Young Adult Library Services Association. New list is out each January or February. Current year's list available at www.ala.org/yalsa/booklists/)

Children's Choices: annual list of books selected by children as their favorites of the year. (International Reading Association with Children's Book Council. New list appears each October in *The Reading Teacher*; recent lists also available at www.reading.org/choices)

Notable Children's Books. (American Library Association, Association for Library Services to Children. New list is out each January or February. Current year's list available at www.ala.org/alsc/awards.html)

Notable Children's Trade Books in the Field of Social Studies. (National Council for the Social Studies with Children's Book Council. New list appears each May in *Social Education*.)

Outstanding Science Trade Books for Children. (National Science Teachers Association with Children's Book Council. New list appears each March in *Science and Children*.)

Teachers' Choices: annual list of books selected by teacher's as the best of the year. (International Reading Association. New list appears each November in *The Reading Teacher*; recent lists also available at www.reading.org/choices.)

Young Adults' Choices: annual list of books selected by young adults as their favorites of the year. (International Reading Association. New list appears each November in *Journal of Adolescent & Adult Literacy*; recent lists also available at www.reading.org/choices)

Wisconsin-Related Awards

Elizabeth Burr Award: given to the outstanding book of the year by a Wisconsin author or illustrator. (Wisconsin Library Association Children's Book Award Committee. Announced each fall. Available at http://www.education.wisc.edu/ccbc/burr.htm)

WEMA Golden Archer Award: given to the outstanding book of the year selected by children in Wisconsin. (Wisconsin Educational Media Association. Announced each spring. Available at www.wemaonline.org/archer4.htm)

See also the *Charlotte Zolotow Award* above.

Appendix C:
Resources for Identifying Books for Use in the Classroom[9]

Barstow, Barbara and Judith Riggle. *Beyond Picture Books: A Guide to First Readers.* New Providence, NJ: R. R. Bowker, 1989.
A selected, annotated list of 200 "outstanding first readers" provides an excellent starting point for those working with new and emergent readers.

Bishop, Rudine Sims and the Multicultural Booklist Committee of the National Council of Teachers of English. *Kaleidoscope: A Multicultural Booklist for Grades K–8.* Urbana, IL: NCTE, 1994.
An annotated bibliography of 400 books selected by content features books published from 1990 to 1992. The booklist emphasizes U.S. peoples of color, but some books set in other nations are also included. See also the second edition of this publication, edited by Rosalinda B. Barrera, Ver-linda D. Thompson, and Mark Dressman (Urbana, IL: NCTE, 1997).

Kruse, Ginny Moore, and Kathleen T. Horning with Merri V. Lindgren and Katherine Odahowski. *Multicultural Literature for Children and Young Adults: A Selected Listing of Books by and about People of Color* (Volume One: 1980–1990). Madison: Wisconsin Department of Public Instruction, 1991.
An overview of multicultural literature published between 1980 and 1990, with annotated bibliographies separated into 16 categories by theme and genre. See also volume two of this publication, by Kruse, Horning, and Megan Schliesman with Tana Elias, covering books published from 1991 to 1996 (Madison: DPI, 1997).

Libretto, Ellen V., compiler/editor. *High/Low Handbook: Encouraging Literacy in the 1990s* (3rd ed.). New Providence, NJ: R. R. Bowker, 1990.
In addition to several essays about the challenges of teen literacy, this volume includes two lengthy, solid bibliographies of fiction and nonfiction recommended for teens who have reading difficulties, either due to low reading ability ("the disabled reader") or to lack of interest in reading ("the reluctant reader").
National Council of Teachers of English. *Adventuring with Books: A Booklist for Pre-Kindergarten–Grade 6.* Urbana, IL: NCTE, various years.

———. *Books for You: An Annotated Booklist for Senior High.* Urbana, IL: NCTE, various years.

———. *High Interest-Easy Reading: An Annotated Booklist for Middle School and Senior High School.* Urbana, IL: NCTE, various years.

———. *Your Reading: A Booklist for Junior High and Middle School.* Urbana, IL: NCTE, various years.
Each of these NCTE publication lists recommend titles for the specified age range. The titles are arranged thematically (e.g., Adventure, Bi-ography, Friendship, etc.) and the annotations are written

[9] Excerpted from *Planning Curriculum in English Language Arts.* Madison: Wisconsin Department of Public Instruction, 2001, pp. 383-384.

to appeal directly to young readers. Each edition of each list has a specific editor and covers a specific range of publishing years (e.g., books published in 1993–94, 1997–98, etc.).

Rochman, Hazel. *Against Borders: Promoting Books for a Multicultural World.* Chicago: American Library Association, 1993.
A focus on recommended books for Grades 6 and up includes books published for adults. A theme index make this volume especially useful at the secondary level. Themes include types of journeys across cultures, racial oppression, and ethnic U.S.A. (includes people of color, people of other nations, Jews, gays and lesbians, and others).